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ABSTRACT

This reference document attempts to provide southeastern educators with useful information for developing and implementing educational policy. Part I consists of "data profiles" that summarize major trends and implications concerning socioeconomic characteristics, student performance, financial support for education, educational staff, and reform initiatives. The analysis reaffirms the critical link between economic strength and educational excellence. While educational achievement and the economy are both improving in the Southeast, this region still has lower per capita income and a greater number of children from poor families than the other three regions. The data reveal other important variables, including (1) a "graying" of the population, (2) changes in the size and composition of public school enrollments due to economic and population shifts, (3) lower teacher salaries, (4) changing funding patterns for public education, and (5) improving student performance. Part II contains data tables and a state-by-state outline of reform initiatives. Part III comprises a source list of 25 references and a sample state data survey. (MLH)

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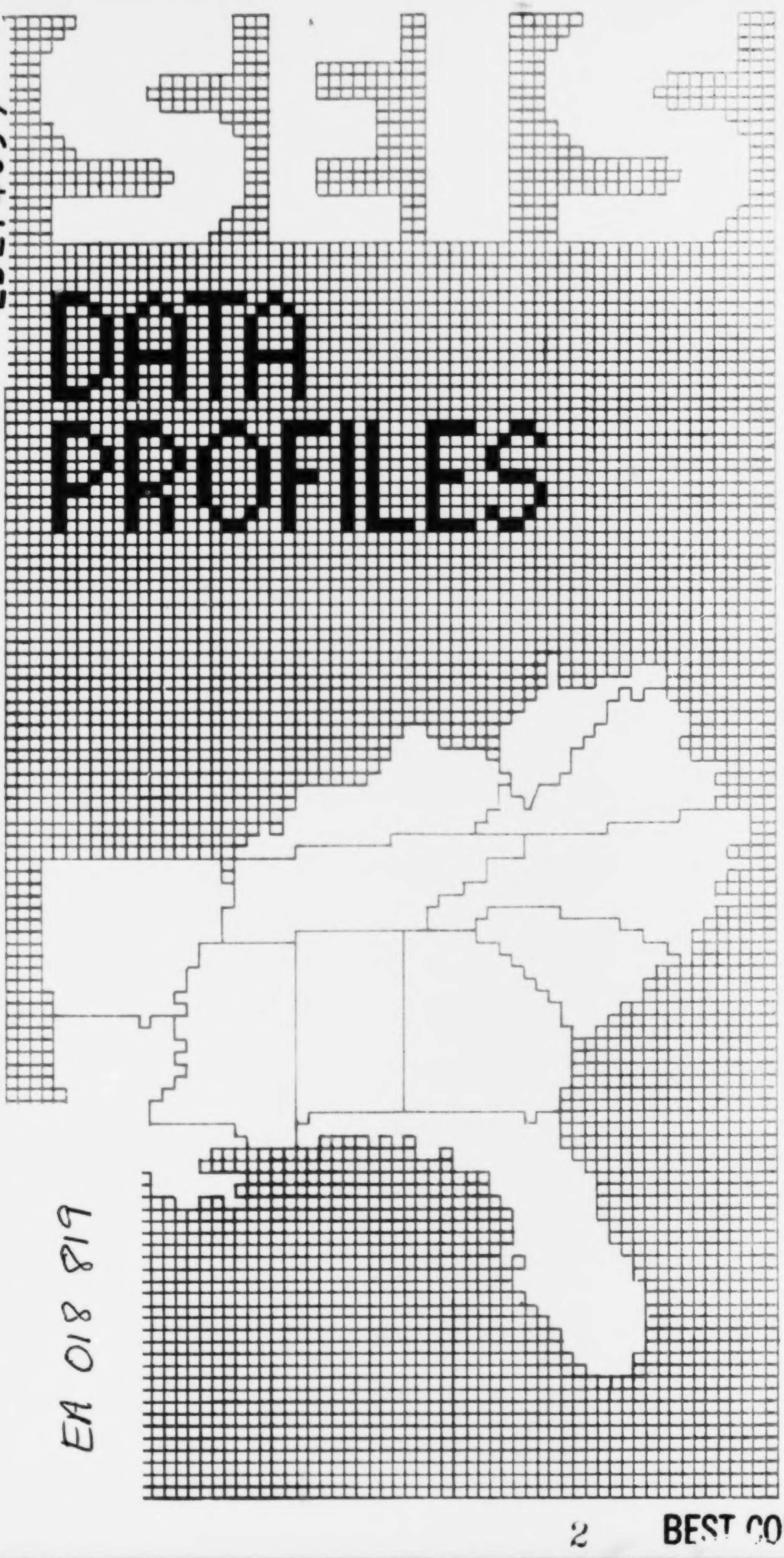

DATA PROFILES

Southeastern Educational Information System Analyses

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Southeastern Educational
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Southeastern Regional Council
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February 1986

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Foreword

SEIS *Data Profiles* is a reference document. Its purpose is to provide southeastern educators with information useful to them in developing and implementing educational policy. Its content and format are therefore dictated by the informational needs of its readers:

- for information with which to plan and shape policy.
- for information with which to assess policy and programs.
- for information that permits full and accurate reporting to state and local constituencies.

While we recognize that each state collects considerable information about its educational systems and programs, the objectives of effective planning, assessment, and reporting can be met, we believe, only with a broader base of information: data that take into account a state's relative standing in the nation and region; that examine the national, regional, and state trends affecting the conduct of schooling; and that place schooling in the broader context of social, economic, and political events. *Data Profiles* is intended to serve those broader information needs.

This is the third issue of *Data Profiles* published through the Southeastern Educational Information System (SEIS). Like its predecessors, it has as its first objective to provide easy access to a comprehensive body of statistical information about public education—both in the Southeast and in the nation as a whole. Those data are collected in the 82 tables in Part II—the "data" portion of *Data Profiles*. A number of sources were used to collect these data, including federal reports, National Education Association reports, and a survey of member states' departments of education. A copy of that survey and a list of additional data sources are included as Appendices.

Part I addresses a second objective of this publication: to offer a guide to the analysis of the collected data. In the "profiles" which begin on page 5, we examine some of the major trends and patterns that emerge from a study of the data, and consider some of their implications for educators in the region. This analysis is intended as a starting point—a broad-stroke look at the more striking or unusual trends in demographics, funding, enrollments, student performance, and staffing. From that point, states may conduct more detailed analyses of their own, reflecting their own priorities and particular problems. In fact, we hope that *Data Profiles* will serve as a model for such analyses, and have designed it as a quasi-workbook with some blank charts for plotting state-level trends.

Finally, since our purpose is to provide not only statistics but a comprehensive body of information on the condition and conduct of education, this issue of *Data Profiles* includes a new subsection on reform initiatives in the region.

As it is in narrative form and was largely self-reported, the information on reform does not lend itself to the kind of comparative analysis used to examine the statistical data. However, we believe it is valuable for planning and policy assessment in two ways. First, it permits sharing of information among the states about methods and approaches for solving educational problems. Second, while not strictly comparable from state-to-state, the information does reveal useful information about policy trends in the Southeast. We hope that state and local educators will find this section to be a useful reference and a point of departure for inquiries and sharing of ideas.

The revised and expanded format of this year's *Data Profiles* reflects our efforts to develop a document that will be most useful to education policy makers in the 12 member states. We welcome any comments or suggestions you may have—either about this publication or its successors—so that future editions may be further strengthened and expanded.

Bernice H. Willis
Project Coordinator

Joseph F. Haenn *John L. Wasik* *Sheilah N. Thomas* *Grady B. Meehan*

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Part I

Introduction

Many complex variables contribute to excellence in public education; researchers continue to add to the understanding of the interrelationships which exist between and among them. A principal purpose of *SEIS Data Profiles* is to examine these variables as they develop into major trends and themes in the region of the Southeast.

It is no surprise that this latest analysis of the educational enterprise reaffirms the critical link between economic strength and educational excellence. The relationship between support resources and scholastic achievement is clear in every region of the country. Thus educational achievement in the Southeast is improving, as is its economic strength, while both, on average, continue to lag behind the other three regions of the country. The Southeast continues, for example, to have lower levels of per capita income and higher levels of children from poverty backgrounds than the other regions.

These and other important variables which relate to excellence in education are examined in the pages that follow. For example,

- The data reveal a "graying" of the population in the Southeast—as in other parts of the country. The shift over the last 10-15 years, from a population whose largest age group was of school age to a population composed predominantly of middle-aged and older citizens, is an important trend for southeastern educators to note. Such a trend has implications for support levels for education as well as the governance of public schools.
- For some states in the region, changing patterns in the size and composition of public school enrollments will also have important implications for educational policy. Those areas with small secondary school enrollments but large and growing pre-school-age populations, for example, will face greatly expanded needs for staff and facilities in a few years' time.

Rapid changes in economic conditions in some of the states pose equally significant challenges to educators, particularly when economic changes are accompanied by significant population shifts.

- The data on staff describe several significant trends. At a time when staff shortages are a concern throught the nation, the Southeast's relatively low teachers' salaries and the consistent lag between peak enrollment periods and the size of school staffs are patterns deserving special note.
- Changing funding patterns for public education in the region also deserve the attention of education planners and policy makers. Of particular note: the relatively high dependence of southeastern states on federal dollars for school support; the changing priorities reflected in state and local spending; and changing patterns in sources of revenue for public schooling.
- The available data on student performance reflect a trend typical of the Southeast in recent years: students are learning more in the region's schools, as reflected by their performance on such instruments as the SATs and ACTs, but the gap between student performance in the Southeast and the rest of the nation remains. It is important to emphasize that information with which to assess student performance in the region, while useful, is not complete. The challenge of designing a method which more fully assesses student achievement and school effectiveness remains to be accomplished.

Using SEIS Data Profiles

Time Periods

To aid in identifying important educational trends, three time periods create a framework for comparing much of the information in *DATA Profiles*. Examining data in 5-, 10-, and 20-year spans makes it possible both to identify trends and to project changes for the near future. In the following data "profiles," information is reported in these time sequences unless otherwise noted:

- 20 years: 1965-66 through 1984-85
- 10 years: 1975-76 through 1984-85
- 5 years: 1980-81 through 1984-85

The Regions

Most of the data are reported for four regions of the United States. These regions are not identical to those used by the U.S. Bureau of the Census since it was important for our analyses to include the 12 states of the Southeast in a single region. The accompanying box lists the states included in each of the four regions referred to in this report.

Tables

Part I of *Data Profiles* includes table references in brackets, such as [T-1]. Reference is to the data tables, found in Part II, that form the basis for the narrative discussion.

United States Regions

For the purposes of this report, the 50 states and the District of Columbia were grouped into the four regions below. It is important to note that, although there are similarities, these regions do *not* correspond to the U.S. Census Regions.

Southeast: ***Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia.***

North Atlantic: ***Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont.***

North Central: ***Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin.***

West: ***Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming.***

Socioeconomic Characteristics

As a region, the 12 southeastern states differ substantially from the United States as a whole in terms of the social and economic variables typically used to describe socioeconomic health. These variables, reported in Tables 1 through 31 in Part II, include the size and percentage of the total population, racial and age composition of the population, public school enrollment patterns, exceptional student enrollments, per capita income, and poverty levels.

Population Growth

Between 1965 and 1984, the United States experienced substantial population growth—an increase of 22 percent during this period.[T-1] However, that figure does not reflect a uniform increase in the nation's citizenry, but dramatic differences in population growth from one region to another *(see Figure 1)*. The Southeast and West showed increases well above the national average, but the North Atlantic and North Central Regions' rates were lower.

The Southeast, with a growth rate of 33 percent between 1965 and 1984, ranked second behind the West's population growth rate of 47 percent. The two northern regions had growth rates of less than 10 percent. For the half-decade of the 1980s, the patterns continued: The Southeast's growth rate of 6 percent ranked second behind the West's population growth rate of 9 percent, but considerably above the North Atlantic and North Central's growth rates of less than 1 percent.

Within the Southeast Region, each of the 12 southeastern states has experienced population growth since 1965. Florida had the greatest growth, an 84 percent gain, and West Virginia, with a 9 percent increase, had the least. Since 1980, 11 states have experienced real population growth, with Florida again leading the way with a gain of 12 percent. West Virginia, with a 0.1 percent increase, showed essentially no growth over this period and actually had a 0.7 percent decline in population between 1983 and 1984, amounting to a loss of 13,000 citizens.

Racial Composition

The racial composition of the population living in the Southeast differs substantially from other regions and the nation as a whole in two respects: the total proportion of minority to white majority citizens and the patterns of growth and decline in these groups.[T-2, T-3] Consistently, the Southeast has had the largest percentage of black residents[1] of all the regions. However, in contrast to the other three regions, that proportion has been declining. The proportion of blacks in the Southeast dropped a total of 3 percent over a period of 20 years (from 1960 to 1980), while the white racial majority grew an almost identical 2.9 percent over the same period of time. Conversely, minority percentages in the other three regions grew over this same time period with a concomitant drop in white percentages.

Within the region, however, there is substantial variation in the percentage of black minority residents in the 12 southeastern states. Mississippi and South Carolina each reported over 30 percent of their state populations are categorized as black; at the other end of the scale, Kentucky and West Virginia report black minority populations of 7.1 percent and 3.3 percent, respectively.

The growth rate in the numbers of Hispanic citizens in the Southeast has been lower than for two of the other regions (North Atlantic and West) and for the total U.S. population. Only Florida, with an 8.8 percent Hispanic population, was above the U.S. average, although it ranked lower than the West for the 10-year period for which data were available.

These figures suggest that the Southeast is more similar to the West—where minorities comprise approximately one-fifth of the population—than to the North Atlantic and North Central Regions. However, the composition of these minority groups differs significantly among regions, with black citizens comprising the predominant group in the Southeast, although those of Hispanic background make up the predominant minority group in the West.

These results are important in that minority populations in the United States have typically been observed to have higher birth rates than the white majority. Indeed, the Southeast and the West Regions have had the two highest increases in population for the time frame used in this study. While one source of growth has been the immigration of citizens from the northern regions of the United States to the "Sunbelt" (a region which includes states from the Southeast

TABLE 9
School-Age Children (5-17 Years Old)
As a Percent of Total Population
1965 - 1984

Region	1965	1970	1975	1980	1981	1982	1983	1984
U.S., Total	25.8	25.8	23.4	20.9	20.2	19.6	19.1	19.0
Southeast	27.0	26.2	23.3	21.3	20.5	20.0	19.5	19.3
North Atlantic	24.6	24.9	23.2	20.5	19.7	19.0	18.5	18.2
North Central	25.8	26.5	24.2	21.3	20.5	19.9	19.5	19.4
West	26.2	26.0	23.1	20.8	20.1	19.6	19.3	19.2
Alabama	27.9	27.1	23.9	22.2	21.5	21.0	20.5	20.4
Arkansas	26.5	25.8	23.0	21.7	21.1	20.6	20.2	20.2
Florida	23.8	23.7	20.6	18.4	17.6	17.1	16.5	16.3
Georgia	27.5	26.7	23.9	22.5	21.7	21.1	20.5	20.4
Kentucky	26.8	26.2	23.3	21.9	21.2	20.7	20.3	20.2
Louisiana	29.1	28.5	25.5	23.0	22.3	21.8	21.4	21.3
Mississippi	29.7	28.6	25.3	23.8	23.1	22.6	22.1	22.2
North Carolina	27.3	26.0	23.2	21.3	20.5	19.9	19.4	19.2
South Carolina	29.3	27.7	24.2	22.5	21.7	21.1	20.6	20.5
Tennessee	26.3	25.5	22.8	21.2	20.5	20.0	19.5	19.4
Virginia	26.2	25.8	23.2	20.7	19.9	19.3	18.6	18.4
West Virginia	26.8	25.3	22.2	21.2	20.8	20.5	20.2	20.2

and West), a second source of the above average population growth in these regions very likely resulted from the higher birth rates of resident minority populations.

Age Composition

The age structure of the population also has implications for the operation of public schools in the Southeast. Available Census data define four different age ranges; two of these—children 5-17 years old and adults over 65—are particularly useful categories for describing the effects of population growth or loss on the public schools.

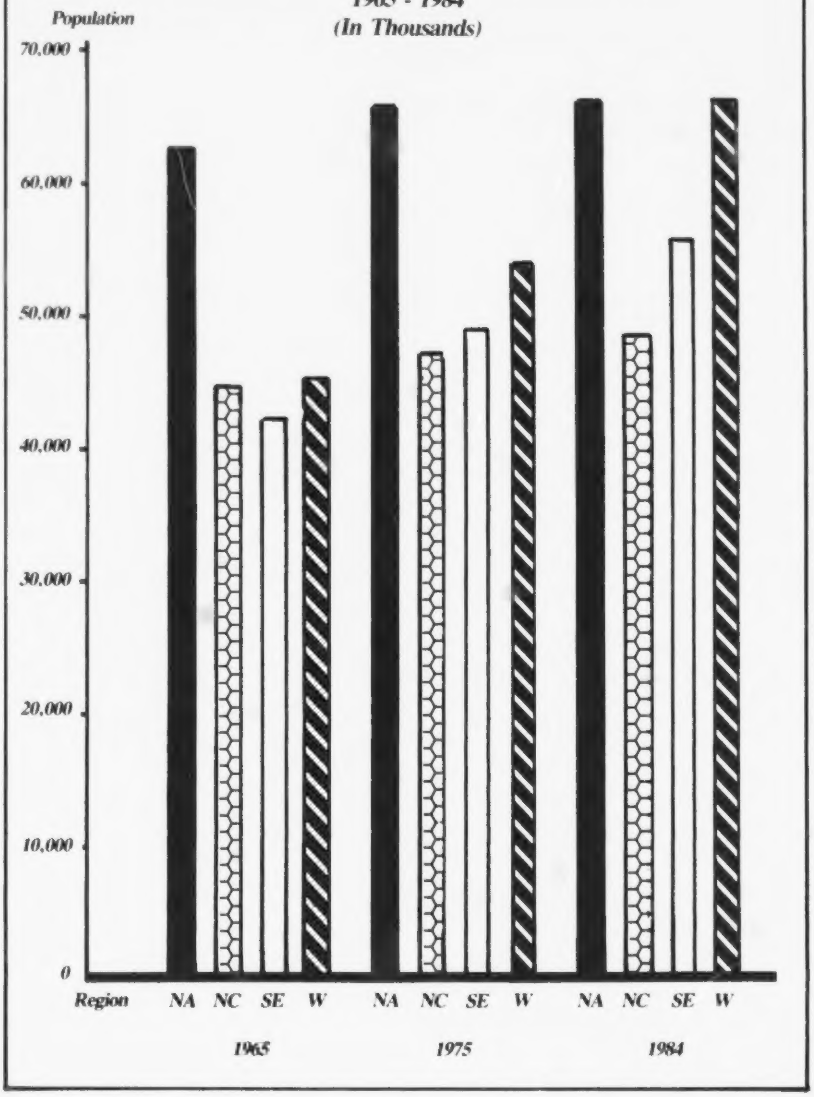
As a whole, these data show the aging of the United States over a 20-year period, a trend accompanied by substantial decreases in the percentages of school-age children. The proportion of children 17 years or younger in the United States—which was 36.4 percent in 1965—dropped to 26.5 percent in 1984.[T-9] Although there are variations among the regions, the same general conclusion can be derived from an inspection of the data for both the Southeast and the individual states within the region.

In the last five years, the population of children under 5 years of age has stabilized,[T-8] although the school-age population of 5-17 year-old students has continued to show a decline. The states in the Southeast with the greatest percentage of children 17 years and under were Louisiana and Mississippi with just over 30 percent. Florida and Virginia, with 22.9 and 25.3 percent, respectively, had the the lowest percentages.

The population of American citizens 65 years and older has continued to grow.[T-11] The Southeast has had the greatest growth in this particular age group for the 20-year reference period, with a growth rate of 40 percent, while the other three regions showed growth rates in the 20-30 percent range.

A different picture emerges from an analysis of data for the last five years. After the West, the Southeast had the second lowest rate of growth of the over-65 age group, with 5.1 percent, which was just below the national rate of 5.3 percent. This finding may very likely reflect the migration of working-age men and women from the two northern regions of the United States to the Sunbelt states. The southeastern state with the highest percentage of citizens 65 years and older in 1984 was Florida with 17.6 percent—which was 5.7 percent above the national average. Several states (Georgia, Louisiana, South Carolina, and Virginia) clustered at about 10 percent, which represented the low for the Southeast in 1984.

FIGURE 1
Population Trends For United States Regions
1965 - 1984
(In Thousands)



Although they appear less direct, the effects on public education of growth in the over-65 age group are considerable. With the "graying" of the population in the Southeast comes a shift in values and priorities. Fewer and fewer taxpayers have children attending school; more of them require other public services, such as transportation, medical care, and housing. Thus, when taxpayers choose among priorities for publicly supported services, education may take a back seat to other programs in these increasingly "older" communities.

As noted above, the number of school-age children 5-17 years old in the Southeast and the United States as a whole has continued to show a decline in relative numbers in the total populations of these regions. Overall, school-age populations in the Southeast decreased by 7.7 percent over the period of the study, as compared to 6.8 percent for the U.S. as a whole (from 1965 to 1984, the last year for which data were available). With a 1984 percentage of 19.3, the Southeast

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[1] Because of an influx of persons of Hispanic origin, by 1980 the West had a 19.4 percent minority (12.5 percent Hispanic and other and 6.9 percent black) while the Southeast had a 21.5 percent minority (20.2 percent black and 1.3 percent other). This compares to minority populations of 23.5 percent in the Southeast and 9.2 percent in the West in 1960.

ranked at about the same level as the North Central and West, but approximately 1 percent higher than the North Atlantic Region.

A look at the population patterns over 20 years illustrates the shift in the age structure of the region. The southeastern states, with the exception of Florida, had school-age populations in 1965 representing somewhat over one quarter of the total population.[T-9] By 1984, they had dropped to less than 22 percent. It should be noted, however, that 8 of the 12 southeastern states had school-age populations greater than 20 percent in 1984. The overall Southeast Region percentage of 19.3 resulted because the three most populous states in the region (Florida, North Carolina, and Virginia) all had school-age populations of less than 20 percent, thus pulling down the overall regional average.

Enrollments

Total Public School Enrollments

Taken as a whole, public school enrollment for the United States declined continually since a peak achieved in the early 1970s, decreasing a total of 6.6 percent over the 20-year period.[T-12] That pattern is repeated in the North Atlantic Region. However, in contrast, different trends are emerging in the other three regions. The Southeast and North Central Regions experienced a slight upturn in enrollments in 1984-85, and the West has seen increases since 1981-82 *(see Figure 2)*.

In the Southeast, enrollments declined overall for each of the reference periods: dropping 2.3 percent over 20 years, 5.2 percent between 1975-76 and 1980-81, and 2.2 percent from 1980-81 to 1984-85. However, they did show a slight increase (23,000 students, or 0.2 percent) from 1983-84 to 1984-85.

For the 20-year period, enrollments in Florida and Georgia actually grew, and in Louisiana remained essentially unchanged. The other 9 southeastern states, however, had enrollment declines between 1965-66 and 1984-85, and all southeastern states saw enrollment declines in the 10-year period following the peak public school enrollments of the 1970s (1975-76 through 1984-85).

Recent data show the beginning of a change in the trend. Five-year enrollment drops from 1980-81 through 1984-85 were found for 10 of the southeastern states, the exceptions being Florida and Louisiana. However, five of the 12 states had one-year enrollment *gains* from 1983-84 to 1984-85 (estimated).

Alabama and Arkansas followed the regional pattern of declining enrollments from a peak in 1970-71 and a slight upturn in the last several years. The remaining seven southeastern states showed a pattern of continued declines over the 10-year period, led by Mississippi, which experienced a 20.3 percent decrease in public school enrollments, and West Virginia with a 15.4 percent decrease. The loss of one-fifth of its public school enrollment for Mississippi is particularly surprising in view of a real total state population gain for this period.

Enrollment and Population

The latest national figures on total enrollment in public schools as a percentage of total school-age population showed enrollments to be quite high, with seven of every eight children enrolled in public schools.[T-16] The Southeast percentage of 88.1 percent was somewhat higher than the national total, but remained over 3 percentage points behind the West, which had the highest rate. Over time, the Southeast percentage ranged from a low of 86 percent in 1965-66 to a high of 88.5 percent in both 1970-71 and 1984-85. It is seen that these percentages have consistently ranked the Southeast second behind the West at all time-comparison points.

No patterns in variation in percentages of school-age children attending public schools could be identified from an analysis of population data for the Census regions. Within the Southeast Region, enrollment in public schools as a percentage of school-age population was highest in Virginia at 93.1 percent and lowest in Mississippi at 80.9 percent. Of particular interest is the case of Mississippi, which was above the Southeast's average in 1965-66 and starting in 1970-71 ranked consistently as the lowest or second lowest. One possible explanation for the observed decrease in percent of school-age children enrolled in public schools was the establishment of private schools or academies to counter federal desegregation efforts in southeastern communities with large black minority populations. A second possible reason is the lack of statewide kindergarten programs prior to 1985-86.

Grade-Level Enrollments

The SEIS survey collected data on enrollment of students in the Southeast at various grade levels to supplement the national data collected for the school years from 1965-66 through 1980-81. For purposes of this report, enrollment data were obtained for school levels of kindergarten, elementary (grades 1-4), middle school (grades 5-8), and high school (grades 9-12).

Kindergarten Enrollments

An inspection of kindergarten enrollment data shows the Southeast to have lagged behind the rest of the country in the development and operation of educational programs for five-year-old children.[T-17] In contrast to the other three regions where kindergarten programs were widely available to children in 1965-66, in the Southeast as a whole, less than 10 percent of eligible children were enrolled in publicly sponsored kindergarten programs.

The picture began to change in 1970-71, when Florida, Louisiana, and Virginia began to implement kindergarten programs on a limited basis. Other southeastern states then began to develop similar programs with the result that by 1980-81, 10 of the 12 states had fully operational kindergarten programs. Alabama's program became fully operational in 1984-85; Mississippi gave approval to state-supported kindergartens to begin in 1986-87.

According to data for 1984-85, kindergarten programs in the Southeast accounted for approximately 7 percent—on the average—of state total school enrollment.[T-18] Mississippi—whose state-supported kindergarten program begins in 1986-87—had a pilot program and thus showed kindergarten enrollments of only 1.4 percent of total school enrollment.

Elementary Grade Enrollments

Public school enrollment figures available from 1965-66 to 1980-81 show a national trend of growth peaking in 1970-71 and declining through 1980-81.[T-19] The Southeast data showed a maximum grades 1-4 enrollment in the 1965-66 base year and a continuing drop through 1982-1984, when a slight enrollment upturn was noted in the 1984-85 school year. In the Southeast Region, the declines in grades 1-4 enrollments took place predominantly in the period from

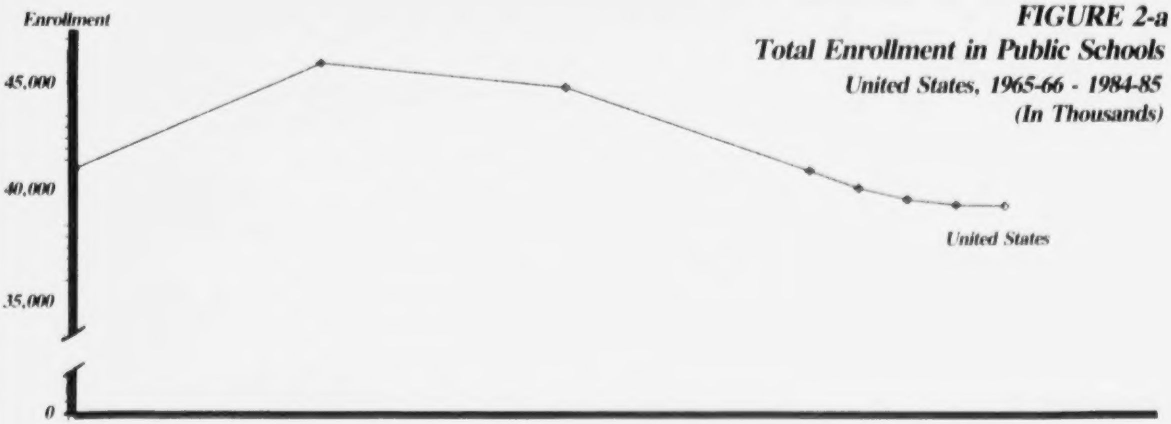

FIGURE 2-a
Total Enrollment in Public Schools
United States, 1965-66 - 1984-85
(In Thousands)

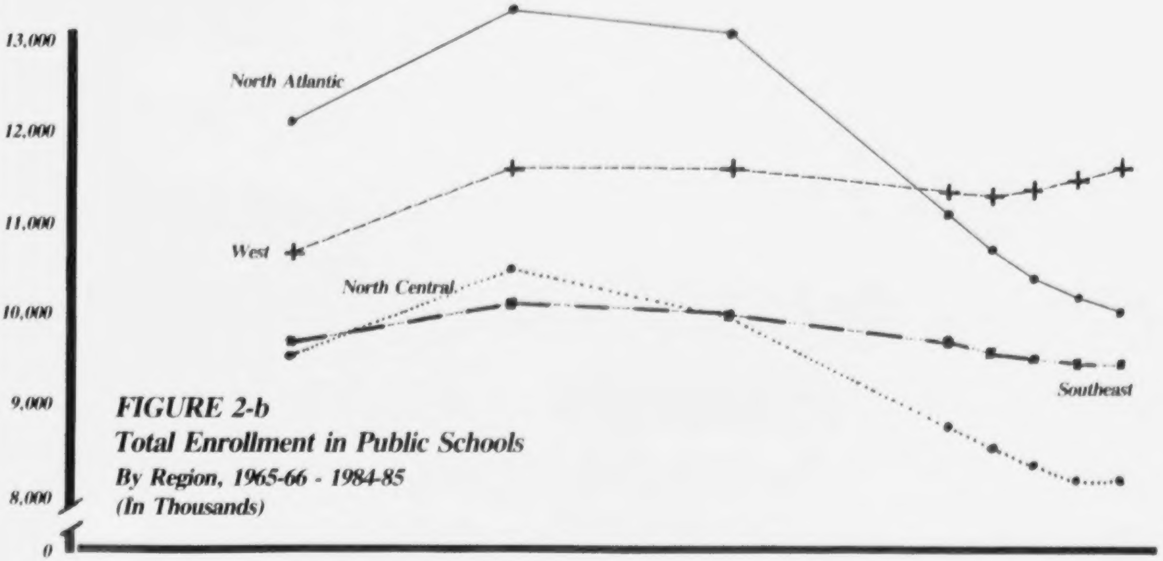

FIGURE 2-b
Total Enrollment in Public Schools
By Region, 1965-66 - 1984-85
(In Thousands)

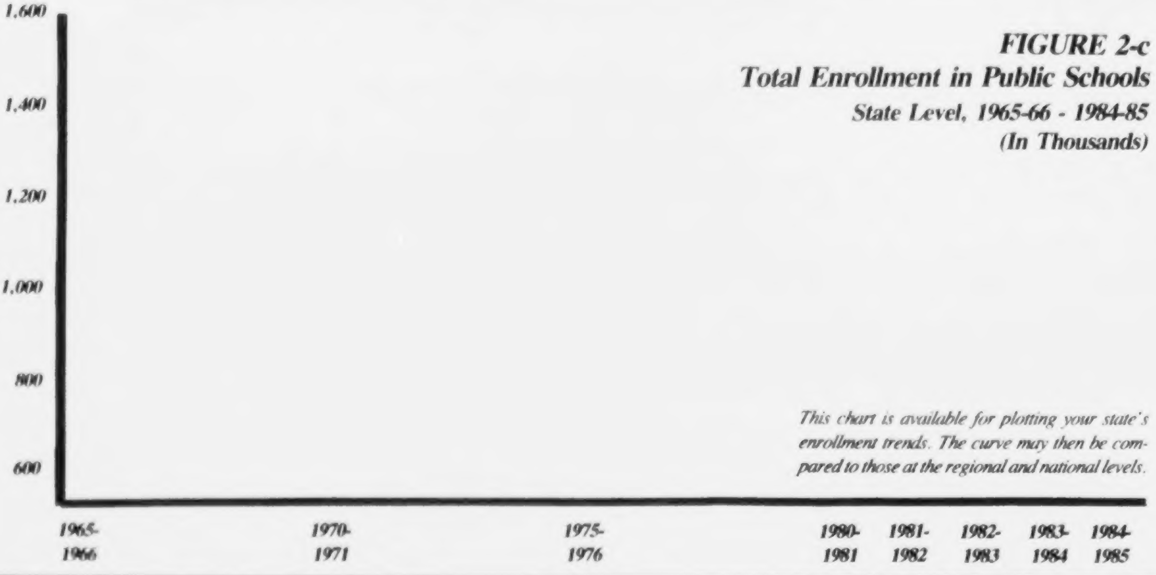

FIGURE 2-c
Total Enrollment in Public Schools
State Level, 1965-66 - 1984-85
(In Thousands)

This chart is available for plotting your state's enrollment trends. The curve may then be compared to those at the regional and national levels.

1965-66 to 1975-76. Although enrollments decreased by 21.3 percent in the 20-year reference period, from 1975-76 to 1980-81, they went down 4.5 percent, and from 1980-81 to 1984-85, by 3.9 percent, thus showing a lessening of the rate of enrollment decline.

Although all states showed decreases in absolute enrollments over time, no single pattern of enrollment change could be determined for individual southeastern states. The largest 20-year decreases were in Mississippi and West Virginia where, in 1984-85, grades 1-4 enrollments were approximately 29 percent lower than those for the base year 1965-66. In contrast, Florida showed the smallest enrollment declines (at 3.6 percent), and three states, Georgia, Louisiana, and Mississippi, showed net gains in enrollment from 1980-81 to 1984-85.

Middle Grade Enrollments

Nationally, enrollment in the middle school grades of 5-8 peaked in 1970-71, the same time a peak was noted for grades 1-4.[T-21] For this particular population age group, the Southeast showed a pattern similar both to the nation and the other three regions. With the supplemental enrollment data available from the SEIS survey on public education in the southeastern states, it can be noted that the declines in 5th-8th grade enrollments have continued through the 1984-85 school year. The overall Southeast Region showed a drop of 9.6 percent over the 20-year reference period, which was less than one-half of the percent drop noted for grades 1-4.

Patterns of enrollments in grades 5-8 differed among southeastern states over the 20-year reference period. Florida was the only state to show higher levels of grades 5-8 enrollment in 1984-85 than in the base year 1965-66. The most common pattern was for the state to achieve a maximum enrollment at either of the first two time reference points of 1965-66 or 1970-71 and then to show a drop to 1984-85. The 20-year decline varied from a low of 11.3 percent in South Carolina and Tennessee to a maximum of 23.5 percent in Mississippi. All states showed a decline from 1970-71 to 1980-81, with Virginia showing the largest decrease (18.1 percent) and Florida the smallest (3.1 percent). For the last five years, all southeastern states had declining middle school enrollments, except for Florida, which had an increase of 3.0 percent. Virginia showed the greatest five-year decrease at 9.0 percent.

TABLE 20
Enrollment in Grades 1-4 as a Percent of Total Public School Enrollment
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	34.8	32.2	27.8	28.6				
Southeast	37.8	34.7	30.2	31.0	30.9	30.1	30.2	30.5
North Atlantic	33.7	31.2	27.1	26.7				
North Central	33.1	31.5	23.6	26.0				
West	34.9	32.8	28.3	30.3				
Alabama	37.9	35.5	30.5	32.7	32.1	31.7	31.7	31.4
Arkansas	36.8	35.6	29.5	31.2	30.8	30.5	30.8	30.6
Florida	37.8	33.4	28.7	31.0	30.0	29.6	29.4	29.2
Georgia	38.3	35.8	31.4	30.7	32.8	30.8	30.9	31.4
Kentucky	37.5	35.4	31.3	30.5	29.8	29.5	30.1	30.8
Louisiana	38.7	35.0	29.1	31.4	32.7	30.8	31.4	32.9
Mississippi	39.3	36.4	31.8	32.5	32.7	33.5	34.2	35.1
North Carolina	36.4	34.4	30.0	30.5	31.1	29.1	29.1	29.1
South Carolina	38.0	34.8	28.8	31.2	30.2	30.1	30.5	30.9
Tennessee	38.2	35.3	30.3	31.3	31.2	30.1	30.1	30.1
Virginia	38.2	34.5	29.3	29.0	28.2	27.8	28.1	28.4
West Virginia	36.0	33.9	29.6	31.2	30.7	30.1	30.0	30.1

TABLE 22
Enrollment in Grades 5-8 as a Percent of Total Public School Enrollment
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	31.3	31.6	31.3	30.1				
Southeast	34.4	34.0	33.8	31.8	33.2	32.9	32.6	31.7
North Atlantic	29.7	30.8	30.6	30.4				
North Central	29.8	30.5	29.4	27.7				
West	31.5	32.1	31.8	30.5				
Alabama	35.0	35.0	34.5	32.2	33.0	33.7	33.5	32.7
Arkansas	35.1	34.9	34.0	31.0	31.4	32.3	32.2	31.7
Florida	34.4	33.8	33.3	31.9	32.8	33.7	33.6	32.9
Georgia	33.9	34.2	34.3	31.8	34.0	32.7	32.6	31.7
Kentucky	34.2	33.9	34.3	31.0	33.4	32.4	32.0	30.7
Louisiana	34.2	33.7	32.1	32.0	32.9	30.6	30.0	29.1
Mississippi	35.0	35.4	35.0	34.4	36.3	35.5	34.7	33.6
North Carolina	34.4	33.8	33.6	31.5	32.6	32.9	32.7	32.0
South Carolina	35.1	33.9	33.5	32.1	32.6	33.4	33.3	33.0
Tennessee	33.6	33.8	33.7	31.1	32.6	32.6	32.4	31.6
Virginia	34.6	34.0	32.7	32.1	35.2	32.7	32.1	30.6
West Virginia	33.6	34.6	31.8	30.3	31.2	31.8	31.8	31.5

TABLE 24
Enrollment in Grades 9-12 as a Percent of Total Public School Enrollment
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	27.6	29.0	31.9	32.5				
Southeast	26.8	28.2	31.0	30.4	30.2	29.3	29.4	29.5
North Atlantic	28.0	29.4	32.5	34.4				
North Central	28.1	29.0	32.9	33.8				
West	27.3	30.0	31.4	31.3				
Alabama	27.0	29.3	31.5	30.4	29.9	29.6	29.3	29.0
Arkansas	28.2	28.8	30.5	30.8	29.7	29.3	29.2	29.3
Florida	26.9	28.9	31.6	31.0	30.2	30.0	30.2	30.3
Georgia	26.1	27.2	31.2	30.6	31.9	29.7	29.7	29.8
Kentucky	27.5	28.5	31.3	30.7	30.2	29.3	29.2	29.5
Louisiana	25.8	26.9	30.1	30.1	29.8	26.7	26.6	26.3
Mississippi	25.2	27.3	30.5	30.9	30.7	29.9	29.7	29.9
North Carolina	28.0	29.9	31.0	30.4	30.6	29.0	30.1	30.6
South Carolina	26.2	28.0	29.6	31.2	30.6	30.2	30.0	29.6
Tennessee	26.9	28.0	28.6	29.5	29.0	28.7	28.6	28.9
Virginia	25.8	28.1	31.2	30.4	30.3	30.0	30.2	30.9
West Virginia	29.9	29.5	28.9	27.9	27.8	27.7	27.7	28.4

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High School Grade Enrollments

National and regional high school enrollments peaked in 1975-76.[T-23] With the additional SEIS data for the first half of the 1980s, it is evident that the decline in high school enrollment continued until a bottoming out occurred in 1983-84. A slight increase was noted through 1984-85. Total Southeast 1984-85 high school enrollment was 7.6 percent higher than that observed for 1965-66, though below the maximum reached in the 1975-76 academic year. This trend was opposite the declines noted both for grades 1-4 and grades 5-8, where end-of-reference-period total enrollments were down relative to the baseline year of 1965-66. Seven of the 12 states showed increases in high school enrollments from 1965-66 to 1984-85 headed by Florida, with an increase of 40.9 percent.

The state with the largest enrollment declines for high school students was West Virginia with a 19.9 percent decrease for the 20-year period. Because of the enrollment peak in 1975-76, all states showed decreases in high school enrollments for the 10- and 5-year reference periods through 1984-85. The largest were in Louisiana (17.2 percent from 1975-76 to 1984-85) and West Virginia (9.0 percent from 1980-81 to 1984-85). The states showing smallest declines were South Carolina (4.2 percent for 10 years) and Florida (1.3 percent for 1980-81 to 1984-85).

The previously noted upturn in enrollment at the high school level was not found for lower grade enrollment aggregations (except kindergarten). Although one year of increased high school enrollment would not allow one to make strong statements about a reversal of the downward trend in enrollments, it can be noted that the reported Southeast 1984-85 enrollment was above the total enrollments for the two previous years.

Distribution of Students Across Grade Levels

Inspection of percent of enrollment at elementary (grades 1-4), middle school (grades 5-8), and high school (grades 9-12) levels indicates the Southeast had a larger percentage of public school enrollment in the lower grades (elementary—30.5 percent and middle—31.7 percent) than at the high school level (29.5 percent) for the 15-year period for which national data were available.[T-18, T-20, T-22, T-24]

A major change in the Southeast was the drop in enrollment at the elementary (1-4) grades level from 37.8 percent in 1965-66 to 31 percent in 1980-81. Much of this decrease can be explained by the fact that the Southeast had few kindergarten programs in the 1960s and only began to implement these early childhood programs during the 1970s. For the first half of the 1980s, the southeastern regional percentages have remained relatively constant in each of the grade groupings.

The state of Mississippi had the highest percentage for total public school enrollment for both elementary and middle school grades at 35.1 percent and 33.6 percent, respectively. This leads to the conclusion that Mississippi had the youngest school enrollments of all states in the Southeast. These figures are somewhat inflated in view of Mississippi's lack of a statewide kindergarten program, since kindergarten enrollments accounted for approximately 7 percent of public school enrollments in other southeastern states. In contrast, Virginia had the lowest percentage of grades 1-4 enrollment of total state public school enrollment at 28.4 percent and the highest percentage of high school level students at 30.9 percent.

Exceptional Student Enrollments

Within the total enrollment of public schools were two specific groups of students who have been identified as in need of special instructional services. These groups are the gifted and talented students and special education students. Students in a gifted and talented program are identified—on the basis of assessment procedures and demonstrated performance in the school setting—as having an exceptional ability to learn subject matter content. Special education students may have disabilities that prevent them from learning the content presented in the typical classroom and/or may have physical disabilities limiting their activities both inside and outside the classroom.

Both groups of students have long been recognized as having special needs. However, special education, which embraces students with a wide range of physical handicaps and learning disabilities, includes a larger pool of students and therefore has received the larger share of resources necessary to set up programs to meet their special needs.

Limited national and regional data were available on numbers of students enrolled in programs for gifted and talented students and special education students. National data on gifted and talented program enrollment were available only for the 1976-77 and 1978-79 school years; the SEIS survey obtained data from the southeastern states on gifted and talented program enrollments from 1980-81 through 1984-85.[T-25, T-26]

In line with national trends, gifted and talented program enrollments within the Southeast increased from 1976-77 through 1978-79.[T-25] Inspection of the SEIS survey data and use of trend-line estimates for time points with missing state data demonstrate that gifted and talented program enrollment continued to grow over the first half of the 1980s.

It is noted that only Florida and North Carolina had more than 1 percent of their public school population enrolled in a program identified as serving gifted and talented students in 1976-77, while in 1984-85, the regional average was 3.3 percent with all states reporting at least 1 percent of their students enrolled in such programs.[T-26] The range of enrollments in programs for the gifted and talented was from a low of 1.2 percent for both Arkansas and Tennessee to a high of 6 percent and 8.2 percent, respectively, for North Carolina and Virginia.

Enrollment of students in special education programs also grew, both in terms of absolute numbers as well as relative percentages of total public school enrollment, over the period for which national and SEIS data were available.[T-27, T-28] At the national level, special education programs showed an enrollment growth of 47 percent from 1972-73 to 1980-81, (the period for which national and regional data were available). During this same time period, the Southeast Region's enrollments in special education programs had a growth rate of 96.2 percent, more than double the national rate.

In terms of relative size, the Southeast's special education enrollment, as a percentage of total education enrollment, went from 5.1 percent, which was below the national special education enrollment rate of 6.2 percent in 1972-73, to 10.3 percent, which was above the national rate of 10.1 percent in 1980-81.[T-28] While data for some states were missing, estimates were developed on the basis of averaging adjacent values within the same time series. On the basis of actual and estimated data, it was concluded that growth in special education student enrollment likely continued through the 1983-84 school year and that as much as a 3 percent enrollment drop occurred in 1984-85.

Individual southeastern states also showed substantial growth in special education program enrollments from 1972-73 into the first half of the 1980s. The majority of the states (7 of the 12) had maximum special education enrollments occurring in the 1984-85 school year; the other states peaked sometime during the 1980s.

The finding of a large increase of enrollments in special education programs during the 1970s should not be surprising, since the passage of P.L. 94-142 as a bill of rights for handicapped students in the 1970s was a major catalyst for the expansion of special education services and programs. Not only did the law provide new funding sources, but it expanded the definition of "special education students" to include disability designations such as "learning-disabled" or "emotionally handicapped." These newly identified students also were required to receive instruction in an educational setting when previously the special education instructional emphasis in schools had been primarily on educationally and physically handicapped children.

Use of SEIS data along with national data sources allowed for the determination of trends of special education program enrollment over a 12-year period.[T-27] It was noted that all southeastern states showed growth over this period and that 9 of 12 states had an increase in growth rate for special education enrollment of over 100 percent or more. The state showing the greatest enrollment growth was Alabama with 313 percent.

Expanding special education enrollments at a time when total enrollment was declining or growing very slowly meant that special education programs also increased in relative size. Growth was observed through 1983-84 in the Southeast, after which a slight drop occurred. However, it should be noted that the region's decrease in the percentage of special education enrollment was associated with a substantial drop in special education enrollment in Louisiana over the last three years. If this state had maintained the special education enrollment levels of previous years, it is likely that overall Southeast regional special education program enrollment would have continued to increase. The median level of special education enrollment as a percentage of total public school enrollment for 1984-85 was approximately 11 percent. This means that roughly one of every nine public school students was enrolled in a special education program.

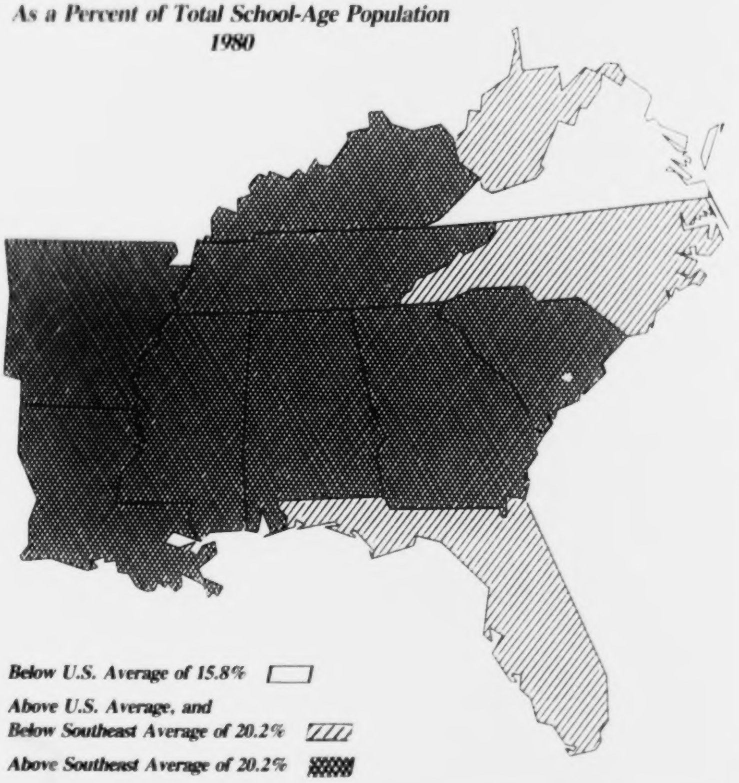
Per Capita Income

The economic health of a region represents the basis for support of public education. In the present report, data on per capita income in actual and adjusted formats are provided for the 20-year period covered by this study.[T-29, T-30] Per capita income does show an increase in actual as well as real (i.e., adjusted) amounts for the country as a whole, as well as for all regions. Further, the Southeast Region per capita average rose from 76.6 percent of the United States total in 1965 to 87 percent in 1984, thus indicating progress in the economic well-being of citizens of the southeastern states as a whole. However, the Southeast, which started out as the lowest among regions in 1965, remained the lowest in both actual and real per capita incomes in 1984 with a lag of approximately $1,600 in actual and $715 in adjusted amounts when compared to national figures.

According to Census figures, the two wealthiest states in the Southeast at the beginning and end of the 20-year reference period were Florida and Virginia. Although Virginia was the only southeastern state to show a per capita personal income rate above the U.S. average, beginning in 1981 and continuing through 1984, this average was still below the average of the other three regions, thus demonstrating the substantial lag in the Southeast's per capita income. Mississippi ranked behind the other southeastern states in terms of per capita personal income for the period under study.

All states within the Southeast showed substantial increases in per capita income over the 20-year period of the study. Ten of the 12 states showed a fourfold increase for the past 20 years, led by Virginia with a 437.7 percent gain. All 12 states had growth rates of over 100 percent for the 10-year period from 1975 to 1984, led by Georgia with a relative gain of 133.4 percent. Georgia also led all southeastern states for relative growth for the first half of the 1980s with an increase of 41.8 percent. Finally, all states showed per capita income growth over the last two years when a substantial

FIGURE 3
Economically Disadvantaged Children
5-17 Years Old
As a Percent of Total School-Age Population
1980


Below U.S. Average of 15.8% ☐
Above U.S. Average, and Below Southeast Average of 20.2% ▨
Above Southeast Average of 20.2% ▩

economic expansion has been in effect. This growth was led by the two-year increase of 27.8 percent in per capita income for North Carolina.

West Virginia had the lowest per capita income growth rates of all southeastern states for each of the major reference periods covered in this report, with 371.8 percent for 20 years, 103.7 percent for 10 years, and 37.1 percent for 5 years. It also can be noted that West Virginia has not been affected by the recent economic growth in the United States to the extent that other southeastern states have, ranking second behind Louisiana in terms of the smallest two-year per capita income growth (Louisiana—8 percent and West Virginia—9.8 percent).

Per Capita Income In "Real" Dollars

Use of the Gross National Product deflator to standardize per capita personal income provides a means to factor out the inflation that has occurred since 1972.[T-30] While the deflationary factor is applied to all state and regional data, among state/region comparisons it will be the same as that determined with actual dollars. Moreover, the correction provided by standardizing dollar values back to 1972 allows for the determination of real dollar growth in between-year comparisons for the individual states.

The adjusted data suggest that real gain in national per capita income occurred during the periods under study and that this pattern held for the Southeast as well as for each of the other regions. The recession of the early 1980s had an observable effect on per capita income, which is most easily seen in the between-year comparisons of the first half of the 1980s. Nine of the 12 states comprising the Southeast Region had a decrease in per capita income either from 1981 to 1982 (Alabama, Arkansas, Florida, North and South Carolina, and Virginia) or from 1982 to 1983 (Kentucky, Louisiana, and West Virginia).

Economically Disadvantaged Children

Another economic characteristic of the population that has major implications for the development of educational policy at both state and local levels is the percentage of the population that is economically disadvantaged *(see Figure 3)*. Available in this report are the percentages of economically disadvantaged children as a percentage of the 5-17 year-old, school-age children provided by the Census Bureau for the years of 1970 and 1980. These figures can be used as an approximate measure of poverty in the total population.[T-31]

The data reveal that the Southeast and the West, which had the highest proportion of minority populations, also had higher percentages of economically disadvantaged children than the two northern U.S. regions. Furthermore, these rates are higher than the figure for the United States as a whole. However, some notable improvement can be seen in the Southeast, where there was a decrease of approximately 20 percent in the number of students categorized as economically disadvantaged during the same period that the national percentage rate increased about 7 percent.

Within the region, each of the southeastern states showed a decrease between 1970 and 1980 in the number of students categorized as economically disadvantaged. The largest decline was in Mississippi (over 11 percent); the least was seen in Florida (0.1 percent).

Overall, the highest and lowest rates of economically disadvantaged school-age children, in both 1970 and 1980, were in Mississippi and Virginia, respectively. Virginia's rates were less than one-half that for Mississippi at each of these time points.

A joint consideration of the information on per capita personal income and percentage of economically disadvantaged in the Southeast indicates an inverse relationship between these two economic variables. Virginia had the highest per capita personal income and the lowest percentage of economically disadvantaged school-age children, and Mississippi had the lowest per capita income and highest percentage of economically disadvantaged children.

In Summary

In summary, the states in the Southeast comprise a unique region with several socioeconomic characteristics that distinguish it from the other U.S. regions. However, there also are similarities in social characteristics between the Southeast and West. These two regions contain the states that fall in the "Sunbelt", the southern rim of the United States experiencing above average population growth. States in the Sunbelt also had the largest percentages of minority populations and the largest percentages of the total population enrolled in public schools.

The most marked difference in the Southeast Region as compared to either the United States as a whole or the three remaining regions relates to economic variables. For example, the Southeast has lagged behind the other regions with lower levels of per capita income and higher levels of children from poverty backgrounds. Since level of poverty of a family is by definition a function of income earned, it is clear that the depressed level of per capita income of residents in the Southeast is related to the higher percentage of families from a poverty background, as compared to the United States as a whole or the other three regions individually.

In terms of social characteristics, the Southeast had a large minority population with somewhat more than 20 percent of the total population categorized as black. The West also had a sizable minority population in 1980, approaching 20 percent of the total population.

The total population of the Southeast has continued to show growth primarily as a result of internal growth generated by the natural birth rates of the resident population and secondarily as a result of migration of foreign nationals or citizens from other parts of the United States.

Another reason for the increased growth rates in the Southeast, as well as the West, is the documented finding that minority populations tend to have higher birth rates than does the majority white population.

The final cause of the above average growth of the Southeast region is the migration of people from economically depressed areas of the North Atlantic and North Central regions to the Sunbelt states in search of better employment opportunities.

Each of the above reasons helps explain the observed increase in total public school enrollment after a decline lasting approximately 10 years. Also, the proportions of public school student enrollments are higher in the elementary and middle school grades than in the high school grades. Both because of the above noted reasons and the fact that total population 5 years old or younger and kindergarten enrollment have continued to increase, school enrollment in the Southeast can be expected to continue to grow at all levels.

Two groups of exceptional students were identified for specific study: gifted and talented students and special education students. Taken together, a total of 14 percent, or approximately one in seven students, received some type of instruction for exceptional children in the Southeast's public schools.

Student Performance

A review of educational system efficacy typically begins with the consideration of students' academic performance. In truth, however, the local school system usually is evaluated by the extent to which it accomplishes two major functions: graduating students and offering them quality instruction. The first of these can be thought of in terms of human resources. That is, the graduation of a student is viewed as a measure of system productivity and, therefore, efficiency. The second major function is measured most often by the performance of students on standardized tests, which can be thought of as representing a measure of the quality of the product produced by the educational system.

The data discussed below describe the performance of students in school systems in the southeastern United States. Many of these data were collected specifically for this report and thus do not allow for a comparison with other regions of the country or, in some cases, for the United States as a whole.

The "time reference periods" used here are: 20 years—1965-66 through 1984-85; 10 years—1975-76 through 1984-85; 5 years—1980-81 through 1984-85.

High School Graduates

For the purposes of this report, the term "high school graduate" is defined somewhat broadly. In reality, the percentage of the population having a high school diploma has been inferred from available U.S. Census data, which provide "the percent of the population over age 25 with at least four years of high school." The numbers of high school graduates (thus defined) are available for the four regions and the United States as whole, as well as for the states comprising the Southeast Region.[T-30, T-31]

It is noteworthy that the numbers of high school graduates for both the United States as a whole and the individual regions showed the same general trend, increasing from 1965-66 until the five-year period beginning in 1975-76 and continuing through 1980-81 *(see Figure 4)*. At that point, the trend line reversed itself. However, that decrease in numbers of graduates in the adult population has moderated with the Southeast and West showing less than 1 percent decline for the last two years. This is in contrast to the two northern regions, which still show declines of over 2 percent.

While the overall national pattern of increasing numbers of graduates was echoed in the Southeast, this region consistently has had smaller proportions of high school graduates in the adult population. However, although the Southeast has lagged behind the United States and the other three regions for the years for which complete data are available, the percentage of adults in the Southeast over 25 and having four years or more of high school increased from 75 percent of the national total in 1940 to 87.7 percent of the national total in 1980. Indeed, only Florida has had percentages comparable to the national average for the 40-year period.

Graduation Rates

Another measure of human resource production can be determined from the inspection of graduation rates. A rough measure of the graduation rate is provided by comparing the numbers of graduates per year[T-32] to the numbers of students enrolled in grades 9-12[T-23] and multiplying the result by four. Although data on the numbers of graduates were available for each of the time-comparison periods for the four regions and the United States, data for enrollment in grades 9-12 for the years 1981-1985 were available only for the southeastern states.

The United States had a graduation rate of 81.6 percent for the year 1980-81, which was below the reported figure for the Southeast Region. An inspection of the graduation rates for the Southeast as a whole from 1980-81 to the present shows a decline from 83.2 percent to 78.4 percent. These results can be interpreted in one of two ways. The decline in the graduation rate could indicate an actual drop in production of graduates from high schools in the United States. The alternative and more likely explanation is that there has been growth in the enrollment of students in grades 9-12. This conclusion is supported by data in Table 23 that show, beginning in 1981-82, a rising trend of enrollment in grades 9-12 as a percentage of total school enrollment. With this bulge of students beginning to move through the high school years, an increase in the graduation rate (using this approximation) would be expected beginning in the latter half of the 1980s.

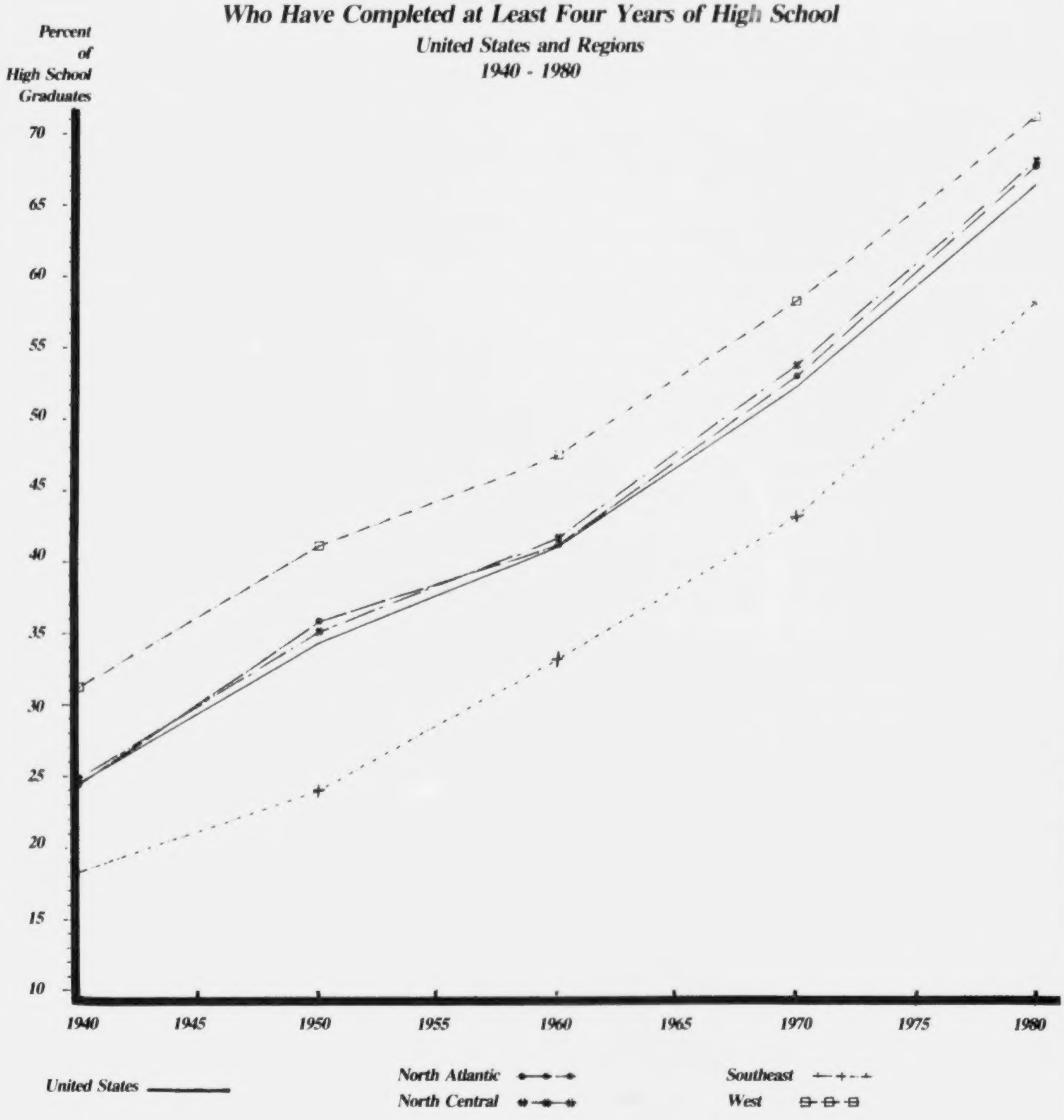
Test Scores

Student test scores on standardized achievement tests represent a second indicator of educational performance. Responses to the SEIS survey were used to describe the southeastern states' use of tests to easure educational performance of students in the public schools. For this survey, each state provided both administration and performance information on tests serving a variety of educational measurement functions, including (1) standardized tests used by colleges/universities for selection purposes, (2) statewide administration of nationally standardized achievement test batteries, (3) criterion-referenced tests designed to measure state educational objectives; and (4) competency tests developed to certify a student's eligibility for high school graduation.

College Aptitude Tests

While a common practice, the use of college/university selection tests to assess performance levels of state and local educational systems provides a limited view of students' performance, since, in most states, the tests are likely to be taken only by students interested in going on to higher education. Furthermore, these tests are designed to measure a student's aptitude to succeed in college—not necessarily synonymous with either "successful" comple-

FIGURE 4
Percent of Population over Age 25
Who Have Completed at Least Four Years of High School
United States and Regions
1940 - 1980



tion of high school or intellectual attainment. Nonetheless, the widespread use of these exams and broad public acceptance of their validity as general measures of student achievement have earned the tests a place in a comprehensive review of student performance.

The two most widely used tests for college admission selection purposes are the Scholastic Aptitude Test (SAT) and the American College Testing (ACT) Battery. In the southeastern states, the SAT is taken by more students than the ACT, even though more states nationally have a majority of their graduating seniors taking the ACT *(see Figure 5)*.

The reason for this contradictory finding is that the more populous states in the Southeast (Florida, Georgia, North Carolina, South Carolina, and Virginia), which lie along the Atlantic seaboard, require the SAT for entrance into the colleges and universities of their respective state university systems. In contrast, the states lying to the west of the seaboard states uniformly rely upon the ACT for making college entrance decisions.

Students Taking College Aptitude Tests

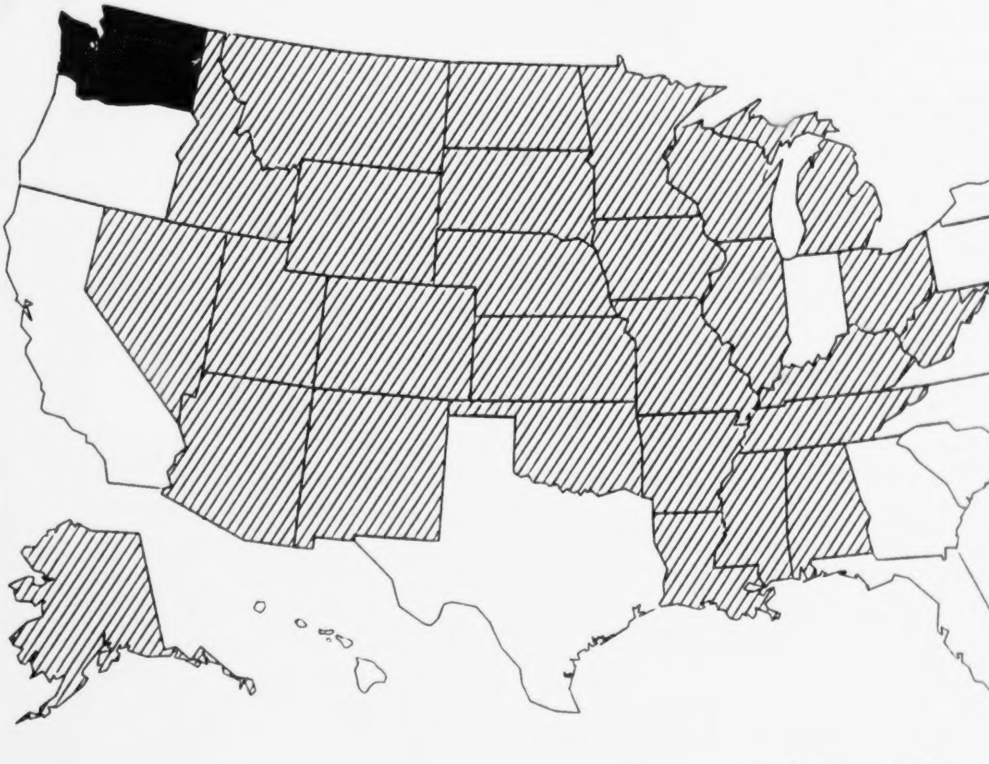
The Southeast, along with the nation as a whole, showed a steady decline in the percentage of high school graduates taking the SAT from 1970-71 to 1975-76, but then a rise through 1983-84, the last year for which data were available for the southeastern states.[T-34]

It is noteworthy that, consistently, fewer southeastern high school graduates take the SAT compared to the nation as a whole. However, the gap has narrowed since 1970, when 29.6 percent of the region's high school graduates took the test, compared to 37.9 percent nationally. In 1981-82, the last year for which both national and regional data were available, 30.3 percent of the Southeast's high school graduates took the test, compared to 35.12 nationally. In the Southeast, the percent of high school graduates taking the test rose again from 30.9 percent in 1980-81 to 36.2 percent in 1983-84.

(Even though no national data were available for percentage of high school students taking the ACT, it would be reasonable to conclude that the Southeast would again rank behind the United States as a whole.[T-35] However, it is important to note that states which required use of ACT/SAT for application to state university systems did have approximately 50 percent or more of graduating seniors take that particular college aptitude test.)

Mississippi deserves special note here because of its high level of participation in the ACT. The percentage of high school graduates taking the test varies from a low of 89.6 percent in 1981-82 to a high of 101.5 percent in 1983-84. These exceptionally high participation rates invite two interpretations. First, unlike those of other states, Mississippi's state ACT mean scores provide a general measure of the level of academic achievement of seniors graduating from its public high schools. At the same time, however, since there was no selectivity among ACT test takers (some students who did not graduate also took the test), the Mississippi ACT scores represent a lower level of performance than would be expected if only college applicants had taken the tests.

FIGURE 5
Dominant Test for College-Bound Students
ACT vs. SAT



SAT and ACT Test Scores

Overall, the test performance of the students in the Southeast trails the nation as a whole and each of the other regions on both the SAT and ACT. However, a comparison of trends in test scores during the past 25 years shows a somewhat different picture. As with the nation as a whole, the SAT scores in the Southeast declined dramatically over the 1960s and 1970s, then began a gradual rise in the early 1980s.[T-36, T-38] However, this basic pattern of decline and slight rise in the Southeast's student scores was less pronounced than the national average.

Analysis of the available SEIS data for the decade of the 1970s showed a similar though less extreme drop of 3.2 percent in the Southeast Region's mean SAT Verbal score, versus 6 percent for the United States as a whole.[T-36] Both the U.S. and Southeast Region showed slight upturns in student overall performance beginning in 1981-82 with an SAT Verbal scale gain of 4 points for the Southeast and a 2 point gain for the United States. Math SAT scores for the United States also showed a pattern of a drop through the 1970s and a slight increase through the first half of the 1980s.[T-38]

In contrast, the 1980-81 Southeast Region's mean Math SAT scores, while lower than the 1971-72 baseline point, were higher than the mean in 1975-76 and continued to show improvement throughout the first half of the 1980s. Also of note: SAT Math scores were higher than Verbal scores at all time comparison points for both national and Southeast measures.

Two different patterns of test performance were identifiable among the states of the Southeast. States along the South Atlantic coast have relatively large numbers of high school students taking the SAT. Mean scores of these states on both Verbal and Mathematics tests rank from just at the total U.S. average (Florida and Virginia) to between 20 and 30 SAT scale score points below it (North Carolina, South Carolina, and Georgia).

The remaining states, which have less than 10 percent (i.e., fewer than 5,000 high school students) taking the test, have state means that rank above the national average. This probably occurs because high-performing students from states that do *not* use the SAT for state college/university selection purposes take the SAT because of interest in attending an attractive out-of-state university that selects students in part on the basis of SAT test performance. Colleges and universities typically found on the lists of the "best" schools in the country are located predominantly outside the Southeast Region, and virtually all of these institutions require applicants to take the SAT as the desired measure of academic aptitude. Since competition for spaces at these schools is very intense, only the top students from the southeastern states are likely to complete the admission process, including taking the SAT.

Thus, in states where the percentage of students taking the SAT is very low, the few who *do* take the test are likely to be the very top students. And, while students at the same high academic aptitude levels will be found in the states with relatively high percentages of students taking the SAT, the existence of a larger SAT-taking pool will tend to reduce the overall performance levels of these states on these exams. This results in the observed inverse relationship between percentage of high school graduates taking the SAT and mean state score on the SAT tests.

The Southeast's mean performance on the ACT English and Mathematics Tests has varied from 1980-81 to 1983-84 with drops on both in 1982-83 and a substantial increase in 1983-84.[T-37, T-39]

It is interesting to compare the relationships between English/Verbal and Mathematics scores for the ACT and SAT test batteries.[T-40] Among the southeastern states, students taking the ACT performed relatively better on the English Test than on the Mathematics Test. In contrast, on the SAT, the southeastern students, on the average, scored better on the Mathematics Test in comparison to the Verbal Test.

Other Testing

Although the Scholastic Aptitude Test and the American College Testing Battery are widely recognized as measures of student academic performance and future college success, the fact remains that these tests are taken by approximately one-third of the typical high school graduating class in the southeastern United States. These figures suggest that a sizable proportion of students graduating from southeastern high schools have immediate career plans that do not involve going on to a four-year college or university. Thus, except in Mississippi, the SAT and ACT tests do not provide an adequate measure of educational performance of all high school graduates, much less the students in lower grades.

As part of the SEIS survey, the states were asked to provide information on standardized testing carried on within their educational jurisdictions. These tabulated results show a wide variety of different testing programs in use in the region. The programs include combinations of standarized achievement test batteries to provide comparison of state student performance to national norms, criterion-referenced tests to assess attainment of state educational objectives, and/or minimum competency tests designed to ensure the educational quality of the product of the American educational system—the high school graduate. *(Figure 6 summarizes the changes in patterns of testing in the southeastern states from 1980-81 to 1984-85.)*

Competency Tests

Competency testing serves a quality control function by assessing the educational product of a public school education. Indeed, the development of competency testing to assess the attainment of state educational goals and performance levels—elementary and secondary—represents a major educational movement in the Southeast. Such tests were a response by state educational agencies to public concerns that some students graduating from high schools were unable to demonstrate the minimal educational skills required to obtain a job, much less to aspire to further education.

Five of the 12 states in the Southeast use a competency test as an additional requirement where students must demonstrate a specified level of performance before receiving a diploma. A sixth state, Mississippi, completed a pilot test of the first phase of competency test development during the 1984-85 academic year.

Three states—Florida, Georgia, and Virginia—administer the competency test beginning in the 10th grade, and the remaining states—Alabama, Mississippi, and North Carolina—administer the test for the first time to 11th grade students. All six states require testing of reading (Florida uses the designation of "communications") and mathematics; Alabama also tests its students' skills in language arts; North Carolina tests writing, and Mississippi plans to include writing as a competency test subject.

Competency test passing rates generally have shown increases over the period in which tests have been administered. Reading test passing rates were higher than Mathematics in all within-state comparisons with a median passing rate of 94 percent for reading and 89 percent for mathematics over five years within states.

FIGURE 6
Changes in Patterns of Testing In the Southeastern States
1980-81 - 1984-85

State	Year	K	1	2	3	4	5	6	7	8	9	10	11	12
		Grade												
Alabama	1980-81				B			B			B			
	1984-85				B			B			B		C	
Arkansas	1980-81					N	N	N		N				
	1984-85				B	N		B	N	B		N		
Florida	1980-81													
	1984-85				B		B			B		B,C		
Georgia	1980-81					N				N				
	1984-85		B		N	B		N		B	C,N			
Kentucky														
	1984-85	B	B	B	B,N	B	B,N	B	B,N	B	B	B,N	B	B
Louisiana	1980-81													
	1984-85			B	B	B	B							
Mississippi	1980-81					N		N		N				
	1984-85				N		N		N			C		
North Carolina	1980-81		N	N	N			N			N		C	
	1984-85		N	N	N			N			N		C	
South Carolina	1980-81					N			N			N		
	1984-85		B	B	B	N		B	N	B		N	B	
Tennessee	1980-81													
	1984-85			N	B		N	B	N	B	C			
Virginia	1980-81					N				N			N	
	1984-85					N				N		C	N	
West Virginia	1980-81				N			N			N		N	
	1984-85				N			N			N		N	

B = Basic Skills Testing
C = Competency Testing
N = Nationally Normed Statewide Testing

In each state using competency testing, failing students are given additional opportunities to pass the failed test(s) before their class is scheduled to graduate. Individual remedial educational programs can be developed from an inspection of test-item performance of students who do not pass the competency test and can be used to guide the study efforts of these students prior to their next attempt to pass the test.

Basic Skills Testing

The establishment of competency testing programs has been accompanied by either built-in formal and/or local educational agency initiated remedial educational programs to assist those who fail. Those remedial measures are admittedly "last chance," however. And, for many states, a more effective way to ensure that a student will demonstrate educational competence in high school is to make certain that he or she learns the requisite skills in the lower grades, where substantial amounts of time remain to accomplish necessary remediation.

Testing programs to monitor student progress and flag problems operate under a variety of titles. However, the title "Basic Skills Testing"—used by Alabama—reflects the intent of all these programs, which are designed to ensure that the educational goals of the state are being met. Eight of the 12 states surveyed as part of this project reported a basic skills testing program in operation. The reports of the states indicate that these criterion-referenced tests typically are used to assess student attainment of state-specified educational objectives.

Alabama and Arkansas reported a basic skills testing program to have been in operation since the beginning of the period covered by the SEIS information-gathering survey. For Kentucky and Tennessee, 1984-85 was the first year of operation of a basic skills testing program. The competency testing subjects of reading and mathematics were found to be basic components of all state basic skills testing programs. Student language arts skills also were assessed in the Alabama and Louisiana programs, and student career development growth was inventoried by the state of Georgia.

Grades covered by the different basic skills testing programs varied with several states making changes as their programs developed through the first half of the 1980s. For example, Kentucky reported its program to be in operation at all grade levels, and Louisiana, after making a start with testing at grade 2 in 1980-81, had expanded its program one grade per year until 1984-85 when grades 2-5 were covered.

Five of the states tested at three grade levels, typically beginning at the 3rd grade level. Georgia and Louisiana started testing at the 2nd grade, South Carolina in the 1st grade, and Kentucky with a kindergarten testing program. The next basic skills test would likely be given in the 5th or 6th grades to sample later elementary grade performance, with the final test given at one of the junior high school levels, such as the 8th or 9th grade. South Carolina differed from the above pattern in that all students in grades 1-3 were involved in the basic skills testing along with 6th- and 8th-grade students.

Some data were provided on student performance levels on the basic skills tests used to assess attainment of educational objectives. Since the tests were developed according to criterion-referenced testing procedures, the different states' data are not strictly comparable. That is, although the same educational objectives may be embedded in several different states' listings, identification may be difficult because of different wording or placement in these educational objective assessments. Nonetheless, an analysis of the performance data reported on the SEIS survey does permit one general conclusion: student passing rates on the basic skills test are substantially lower than the competency test passing rates reported by the states that have both programs in operation.

Standardized Achievement Testing

Administering commercially developed, nationally standardized achievement tests to students in selected grades is another means of assessing educational performance. Both state and local educational agencies in the Southeast administer such tests. State use of nationally normed test batteries provides a means of obtaining achievement information that allows state comparison to a national standard or yardstick, comparisons not possible through use of criterion-referenced testing programs alone.

Testing at three grade levels about three grades apart was the most common pattern found for the nine states using nationally normed tests for mandated statewide evaluation programs. These norm-referenced state testing programs, in contrast to the criterion-referenced testing programs, typically began testing one grade later at the early elementary grades (i.e., 3rd or 4th grades) with a second grade tested at the middle school/junior high levels (i.e., 6th, 7th, or 8th grades). The final test usually occurred at either the freshman or sophomore high school level. Only Virginia tested students with norm-referenced tests at the upper high school level of the junior year.

Variations on that pattern of testing were reported in North Carolina, where students in the 1st and 2nd grades were tested along with 3rd grade students, and Kentucky, where students were tested every other grade beginning with the 4th grade.

The decisions about when to give standardized achievement tests appear to have been made with the intent to minimize the amount of time students would have to spend participating in a state-sponsored educational assessment program. There were specific cases noted where the grade level to be tested in one of the testing programs was changed from one year to the next because of the addition of a new test requirement in the original grade.

There was a wide variety of standardized achievement test batteries used by the different states. The California Achievement Test (CAT) Battery is used by three states; the California Test of Basic Skill (CTBS) Battery and the Science Research Associate (SRA) are used by two states each; and the Iowa Test of Basic Skills (ITBS) and the Stanford Achievement Test batteries are each administered by a single state.

Average state achievement test performance levels were reported by the majority of surveyed states administering statewide norm-referenced testing programs. However, since there was great diversity among test batteries used as well as the grade levels tested, it is appropriate to make only general statements about student achievement in the southeastern states.

A review of SEIS survey data revealed the existence of patterns related to testing both within and across states. The first and probably most important observation is that states originally below national average testing grade levels for the country as a whole (i.e., 50th percentile) tended to increase performance levels until total state student achievement levels were at or above their representative grade-level testing points. However, states at or above these "average student performance levels" were more likely to remain at these levels than to show either increased or decreased levels of test performance.

A second major conclusion is that student groups perform relatively better on the mathematics sections of standardized achievement tests than on the reading or language arts sections. It is to be noted that these results are contrary to those observed for the competency test passing rates since students tended to have higher passing rates on the reading than on the mathematics sections of the latter tests.

In Summary

A synthesis of the above information on statewide testing programs indicates that a multifaceted approach is used by southeastern states to document educational progress.

Widely accepted nationally normed measures of education performance indicate that the southeastern states have shown improvement in achievement relative both to previous years and to the nation as a whole, and ranked average or somewhat better than average when individual student norms are used. Moreover, the use of integrated basic skills testing programs at various grade levels leads to the expectation that students will be better prepared to meet the higher standards for graduation that currently are being implemented. Among these increased demands on the part of students are requirements to pass more units in academic core subjects such as English, mathematics, and science, as well as demonstrated basic educational skills competence through passage of minimal competency tests.

Measures of educational "productivity"— such as high school graduation rates and performance on aptitude tests used for college admission/selection—show the Southeast lagging behind the other three regions of the United States and the United States as a whole. The gap between the Southeast and the rest of the country is seen both in the percent of adults in the population with four years of high school or more and in the performance of southeastern high school students on SAT and ACT exams. Differences among the 12 southeastern states in the administration of college entrance exams reflect regional characteristics, with the Eastern Seaboard states (with their larger population bases) using the SAT and the states in the interior of the region using the ACT.

Finally, total state performance on tests traditionally used for college/university selection purposes must be interpreted in terms of the proportion of the total student body taking a particular test. There is an inverse relationship between state mean test performance and the proportion of the eligible state high students taking the aptitude test. The states with low proportions of prospective college/university students taking a particular test tend to have a relatively higher than national average test performance, although the states with relatively high proportions taking the test will show average to below-average performance.

Overall, the Southeast as a region shows lower mean scores on scholastic aptitude tests than other regions of the country. This finding is not unexpected in view of the fact that numerous studies have shown a strong association between socioeconomic status and standardized test performance and that states in the southeastern United States have the highest percentages of school-age children categorized as economically disadvantaged.

The improvement in average-or-above performance of southeastern students on nationally normed tests and the implementation of basic skills testing programs within schools are encouraging. It would be expected that the passage of students showing average-or-above levels of performance into high school would result in the reduction, if not elimination, of the present gap in college entrance test scores between Southeast Region's high school students and high school students at the national level planning to go on to postsecondary education.

Financial Support of Education

Ultimately, a key to the quality of schooling is the level of funding supporting it. As with all states, funding for public schools in the Southeast comes from a variety of sources and at levels that reflect the relative wealth, values, and priorities of the states and local communities. This section examines educational funding patterns and some of the variables that affect them.

Total Education Expenditures

Spending on education has shown a steady increase over the last twenty years (from 1965-66 through 1984-85), both for the United States as a whole and for each of the regions.[T-41] The Southeast Region's educational expenditures for the 20-year and 10-year periods dating back from 1984-85 showed greater percentage increases than did the United States for these same periods.[T-42] For the 20-year period, spending in the Southeast increased over 500 percent compared to less than 400 percent for the United States as a whole.

For the 10-year period, educational expenditures increased over 200 percent in the Southeast, compared to less than 100 percent in the nation. Between-region comparisons for the same time periods indicate that the Southeast has shown the highest growth rates for the 20-year period and the second highest behind the West with 215 percent for the 10-year period for state public expenditures on education.

The educational expenditures of states in the Southeast as a group continued to show increases during the first half of the 1980s at a slightly higher rate than was demonstrated by the U.S. as a whole (the Southeast—44 percent and United States—40 percent). All states comprising the Southeast Region also showed increases over the 5-, 10-, and 20-year periods of reference in this report.

Within the region, variation among states was substantial, with some states showing twice as much growth for each of these periods of time. For the past 20 years, all southeastern states except Mississippi surpassed the national level of educational expenditure growth, with Florida showing the highest rate at above 700 percent. Mississippi's rate of growth for this period was 279 percent. Ten of the southeastern states showed growth rates of 100 percent or more for the 10-year reference period—rates that were above the national level for this time period.

For the 10-year period ending in 1984-85, Mississippi and North Carolina had the lowest growth rates at 49 and 79 percent, respectively, while South Carolina's rate of growth in educational expenditures of 149 percent was highest among the southeastern states.

There was relatively greater variation in growth level of educational expenditures over the last five years as compared to the other two reference periods. South Carolina and Alabama showed the highest relative increase of 75 percent and 67 percent, respectively, while Mississippi, with a gain of 0.5 percent, showed almost no growth in total funds expended on education between 1980-81 and 1984-85.

Although the United States as a whole had an increase of approximately $10 billion in educational expenditures from year-to-year during this five-year period, total educational expenditures for the other regions did not show such a pattern. For example, the Southeast, which had a sizeable increase of 17.6 percent in educational expenditures from 1980-81 to 1981-82, saw a decrease in its growth rate to less than half that noted for the previous year and later year-to-year comparisons. Also, no consistent pattern was found for within-year comparisons of individual southeastern states for the first half of the 1980s. However, it was noted that some of the states had drops in the actual dollar amounts of total

TABLE 42
Average Annual Growth Rates
For Educational Expenditures
(Percent Change)
1965 - 1984

Region	1965-70	1970-75	1975-80	1980-81	1981-82	1982-83	1983-84
U.S., Total	12.2	10.8	8.1	11.0	8.9	7.8	7.5
Southeast	15.0	12.7	9.4	17.1	6.1	6.6	8.9
North Atlantic	16.5	9.7	5.8	12.9	8.5	6.3	6.9
North Central	15.2	9.7	6.6	17.3	1.2	9.2	3.6
West	11.8	12.2	11.5	0.5	16.9	10.1	10.4
Alabama	10.5	13.8	5.3	3.3	33.8	4.0	16.0
Arkansas	10.8	12.4	11.1	14.0	0.5	12.3	9.6
Florida	18.3	14.5	10.6	14.1	14.6	9.5	10.3
Georgia	14.0	11.8	9.5	24.9	-1.4	6.0	14.3
Kentucky	15.6	9.0	9.6	25.9	14.0	7.3	0.6
Louisiana	13.1	11.0	8.2	18.1	18.7	3.6	0.4
Mississippi	12.9	10.9	9.7	19.6	-26.5	8.5	5.4
North Carolina	14.6	16.2	9.2	24.8	-17.6	7.3	11.4
South Carolina	17.1	12.1	8.5	23.9	11.8	5.6	19.6
Tennessee	13.7	11.2	6.7	25.8	5.0	4.9	8.2
Virginia	18.5	12.0	11.3	3.5	13.2	6.6	2.5
West Virginia	14.7	13.2	12.1	12.2	3.4	-0.7	8.8

educational expenditures from one year to the next, which meant that these states showed negative growth for those particular years.

Declines in total educational expenditures were found for Georgia (1.4 percent), Mississippi (26.5 percent), and North Carolina (17.6 percent) between fiscal years 1981-82 and 1982-83—a time period which coincided with the onset of the national recession in the early 1980s.

Further, Mississippi and North Carolina were the two states with the lowest growth rates during the 10- and 5-year periods ending with the 1984-85 fiscal year. One can see that drops in state funding for public education at some earlier year had put these educational programs behind other states for that period in terms of providing educational support. It can be hypothesized that states found it difficult to add the major sources of revenue needed to overcome the funding decreases of the earlier years over and above the normal amounts needed to cover increases due to inflation and to provide financial support for educational program expansion.

Total Government Expenditures

Total governmental expenditure figures are available for four 5-year periods—starting with 1965-66 and ending with 1980-81—and for individual year expenditures continuing through 1982-83. Thus, data were available only for an 18-year comparison for total governmental expenditures, as opposed to the 20-year period for educational expenditures.[T-43]

It is noted that direct general state and local expenditures showed long-term growth over the periods under consideration at each level of government. Use of the 18-year period for the purposes of making relatively long-term comparisons resulted in the finding that the Southeast had a higher growth rate (519 percent) in total direct governmental expenditures than the United States as a whole (441 percent).

However, when 1975-76 was used as a base year to give an eight-year rate of growth through 1982-83, the Southeast is seen to have grown overall at less than the national rate: Southeast, 92 percent, compared to the United States, 172 percent.

With two years of missing data, it is not possible to make comparisons between 20 years of data for education expenditures alone and total general state/local government funding. However, it does seem safe to conclude that states legislated larger increases in educational expenditures than in governmental spending overall and further, that these educational expenditure increases were larger than those reported for the nation as a whole over the long-term period (20 or 18 years), but less than the national rate for the intermediate-term period (10 or 8 years).

Consideration of state/local government expenditures for individual states indicated growth in size of government operations for these same periods of time. Of particular interest with regard to individual states is the effect of the onset of the 1980s' recession on total government expenditures. It is reasonable to assume that the recession had an effect on government tax collection and thus program operation in all states of the Southeast. It also is reasonable to believe that the effect was different among states. As can be noted, only Kentucky and Tennessee showed a drop in actual dollar amount of direct state/local government expenditures, but not educational expenditures, from 1980-81. Georgia, Mississippi, and North Carolina had growth in overall government spending, but drops in educational expenditures for those same years.

TABLE 44
Expenditure of State and Local Governments
On Public Schools
As a Percent of Total State and Local Government Expenditure
1965-66 - 1982-83
(In Million Dollars)

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83
U.S., Total	29.2	27.7	26.5	24.8	24.5	24.3
Southeast	28.7	27.3	25.9	24.8	24.7	24.4
North Atlantic	30.7	27.0	25.6	24.6	23.7	23.8
North Central	32.0	30.5	28.0	25.5	25.4	24.7
West	29.5	26.4	26.8	24.4	24.5	24.5
Alabama	26.2	23.5	22.8	22.4	23.0	22.0
Arkansas	26.8	24.2	25.6	26.8	26.3	26.1
Florida	29.4	30.1	27.7	26.3	24.8	25.6
Georgia	30.0	27.4	25.9	24.8	23.3	22.9
Kentucky	24.7	22.9	23.4	21.6	21.8	23.7
Louisiana	25.9	24.7	24.0	23.3	23.3	21.0
Mississippi	24.5	23.0	23.8	21.9	21.6	21.5
North Carolina	32.3	29.4	28.5	27.8	27.3	26.4
South Carolina	33.1	32.5	25.6	26.1	29.1	27.5
Tennessee	26.2	26.2	23.6	21.7	22.4	21.8
Virginia	33.1	31.2	28.0	26.2	26.6	27.1
West Virginia	28.2	25.0	27.3	25.7	27.7	27.3

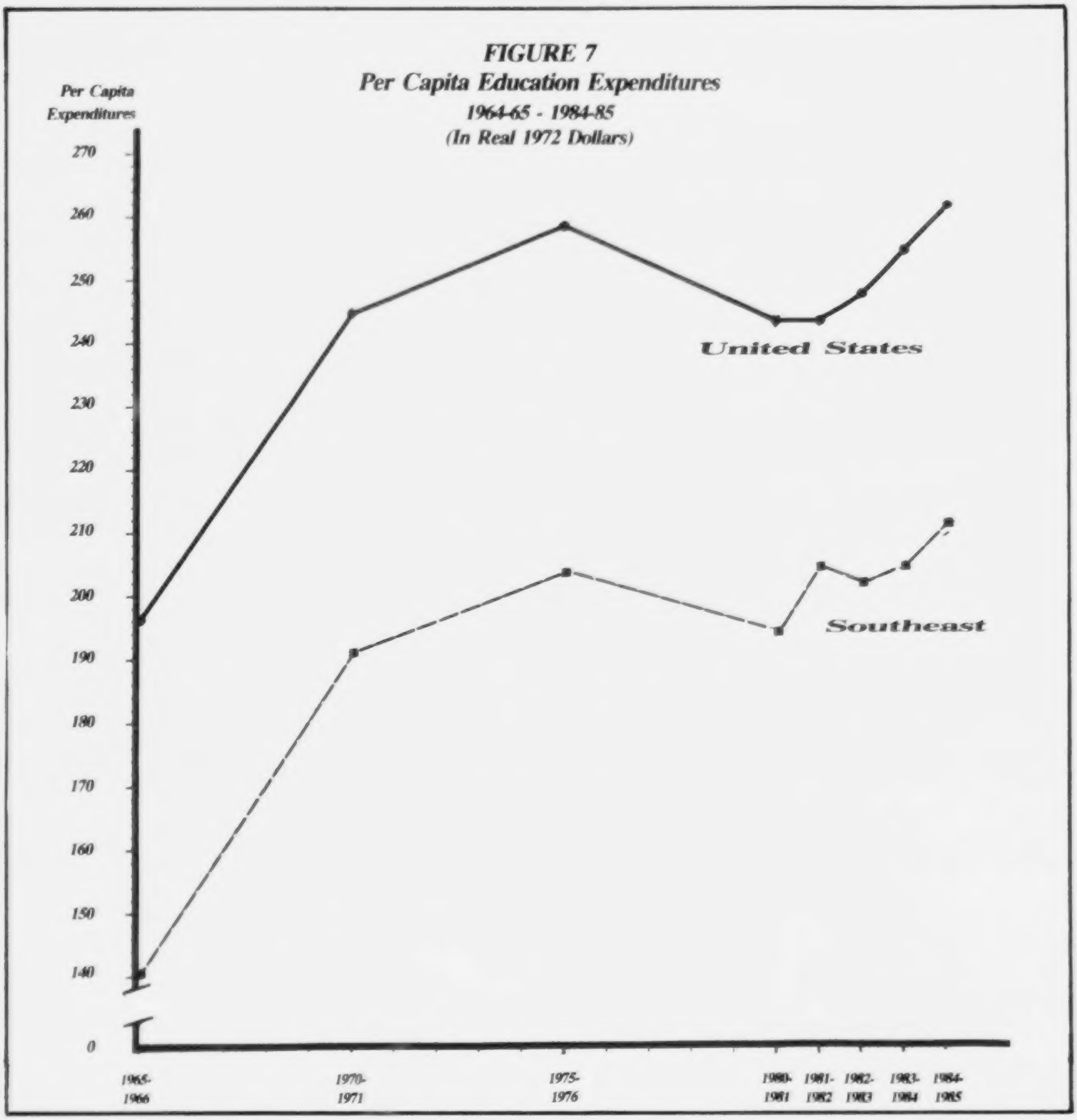
Education as a Share of Total Government Expenditures

The percentage of total governmental expenditures directed towards education has shown steady decreases at the national, Southeast regional, and individual southeastern state levels.[T-44] The Southeast showed less of a decrease (4.3 percent) than the U.S. as a whole (4.9 percent). An inspection of the latest data available indicates that the Southeast's portion of total government expenditures for education (24.4 percent) was about the same as the national average (24.3 percent).

The trend of changing overall support for education is suggested by the fact that South Carolina, which had the highest percentage of state/local government expenditures for the first and last years of the time period, dropped from a rate of 33.1 percent in 1965-66 to 27.5 percent in 1982-83. Mississippi was the state with the lowest percentage of total state/local government funds spent on education in 1965-66 at 24.5 percent and the second lowest in 1982-83 at 21.5 percent. Louisiana, with 21 percent, had the lowest percentage of state/local governmental funds allocated for direct support of state educational programs.

No particular pattern other than the decline in total support for education could be identified over the long term within state levels of support for southeastern education. The lack of a consistent pattern can be noted by the fact that Arkansas, Kentucky, and West Virginia showed a 1 percent or less drop, and Georgia, North Carolina, South Carolina, and Virginia showed over 5 percent declines in proportion of gov-

FIGURE 7
Per Capita Education Expenditures
1964-65 - 1984-85
(In Real 1972 Dollars)



ernmental funds directed towards educational programs over the 18-year period of available data.

Per Capita Education Expenditures

Per capita expenditures provide a standardized measure of economic support for a particular government function.[T-45] Per capita educational expenditures have grown over the 20-year reference period of 1965-66 to 1984-85 for all levels of government with the Southeast showing rates of growth higher than the Total U.S. for each of the reference periods considered in this report *(see Figure 7)*. Also, the Southeast ranked first or second in overall growth among the four U.S. regions on these measures of educational support.

South Carolina consistently has shown the highest rates of growth within the Southeast: 461.1 percent over 20 years; 118.8 percent over 10 years, and 65.5 percent over 5 years. Other states also demonstrated relatively high rates of growth for individual time periods. However, no single southeastern state achieved a per capita educational support level as high as the Total U.S. or any of the other regional averages in 1984-85. The only time when a southeastern state had a per capita figure higher than the national average was in 1980-81, when Virginia topped the national per capita average support by four dollars.

Mississippi had the lowest rates of growth in per capita expenditures directed toward education for the reference periods of the last 20 years at 227 percent and the last 10 years at 37.5 percent. Further, Mississippi experienced a decline of 12.4 percent in per capita expenditures for the last reference period, which began in 1980-81 and ended in 1984-85. It was the only southeastern state to show a decrease during this period of time.

"Real" Expenditures for Education

Adjusting the per capita expenditures for inflation provides a monetary index of what typically is called the "real" level of governmental support. The reason behind the use of deflated dollars is that the same goods and services purchased to run educational programs at the state/local levels may cost more solely because of inflation. Thus, the state/local governmental agencies may have to increase the amount of funds each year just to maintain the same support level as the previous year for educational programs.

Review of these same per capita expenditure data adjusted to reflect inflation from 1972 reveals that the U.S. as a whole reached a peak in 1975-76, then dropped until the recession year of 1981-82.[T-46] The "real" per capita expenditures on education began to grow again through 1984-85. The Southeast Region's data showed a similar pattern, except for 1981-82 to 1982-83 when a decrease occurred in adjusted per capita educational expenditures.

Somewhat surprisingly, no consistent patterns were identifiable when the noninflationary per capita expenditures of the states were compared. It can be noted that the 1984-85 deflated educational expenditure levels for over half of the states (Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Virginia, and West Virginia) were actually lower than those attained previously. Thus, increases in actual dollar per capita increases made by these southeastern states over the last five-

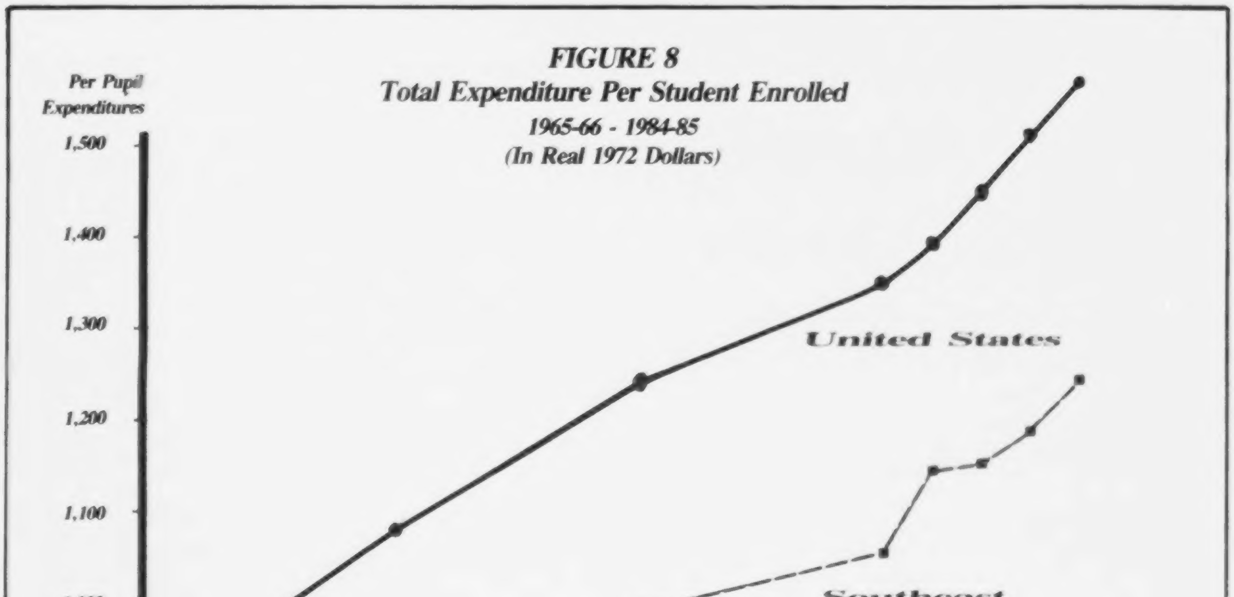


FIGURE 8

Total Expenditure Per Student Enrolled

1965-66 - 1984-85

(In Real 1972 Dollars)

year period through the 1984-85 fiscal year were not enough to overcome the effects of inflation and the government fiscal retrenchment initiated in response to the 1980s recession.

Per Pupil Expenditures

While state per capita expenditures can be thought of as a fiscal measure of a state's willingness to support education, total expenditure per student can be thought of as an indication of the level of support for educating the individual student in the public schools.

The Southeast ranked considerably behind the United States as a whole and each of the other three regions in terms of per pupil expenditures at each of the available time-comparison points.[T-47] However, educational support for school programs (as represented by this measure) has grown from approximately two-thirds of the national level in 1965-66 to approximately 80 percent of the national level in 1984-85 *(see Figure 8).* Florida had the highest level of per student expenditure support for the 1984-85 fiscal year of all southeastern states, being the only southeastern state to rank above the national average. It was topped at the regional level only by the North Atlantic Region.

The United States as a whole, along with the four regions, showed increases in per student expenditures at all time comparison points. The Southeast's gain of 518 percent over the last 20 years was the highest of the four regions and ranked above the total U.S. percent gain of 423 percent. Gains for the last 10- and 5-year periods were much more in line with those shown by the country as a whole. (For the 10-year period, the Southeast increased 123.2 percent, compared to the United States at 124 percent. For the last 5 years, the Southeast rose 47.3 percent compared to the United States' increase of 45.7 percent.)

Total expenditures among states also showed increases over the three major time periods with South Carolina showing the greatest 20-year increase of 686.8 percent and Kentucky the greatest 10-year increase of 146.5 percent. Mississippi had the lowest rate of increase in per student expenditures of all southeastern states for each of the three reference periods, rising 375.5 percent over 20 years, 63.8 percent over 10 years, and 2.9 percent over the last 5 years. However, it should be noted that Mississippi ranked in the middle of the 12 southeastern states in terms of growth over the two-year period from 1982-83 through 1984-85. This apparent contradiction between Mississippi's 5-year and 2-year growth rates can be explained in terms of the effect of the economic recession on state revenue collections and budget allocations.

Adjusting per pupil expenditures to a 1972 dollar value results in the finding of a continuous increase in real dollar commitment to education at both the Total U.S. and Southeast Region's levels.[T-48] However, 9 of the 12 southeastern states showed one or more years when noninflated dollars showed a decrease from the previous year(s) during the first half of the 1980s.

Per Pupil Expenditures Under P.L. 89-10

The federal government has assumed a major role in state/local educational funding through support of supplemental education programs designed to help children from economically disadvantaged backgrounds overcome documented defects in levels of school readiness. Through use of grants provided under P.L. 89-10, local educational agencies are required to set up specific programs designed to meet the needs of these educationally disdvantaged children.

By combining per pupil expenditures from state/local[T-49] and federal[T-50] sources for these children, one arrives at the total dollars spent per educationally disadvantaged student in 1980-81, the last year for which data were available. That amount was $2,472.50 at the national level and $1,969.50 for the Southeast. These two figures are higher than comparable figures for normal per pupil expenditures of $2,403.34 and $1,890.73 for the nation and the Southeast, respectively. Thus, the P.L. 89-10 program awards resulted in states in the Southeast having more funds to use in the instruction of the educationally disadvantaged from 1970-71 to 1980-81 than would have been the case if only normal state/local funding allocation formulas were used.

The Southeast and West had comparable federal levels of support for 1975-76 and 1980-81, as defined by P.L. 89-10, which were above the national levels. The Southeast Region received $187.51, compared to the national average of $165.10 of federal support per student. Thus the federal contribution is not responsible for the major difference in educational expenditures between these regions.

Southeastern states varied greatly in amounts of federal support obtained in 1980-81 from application of P.L. 89-10. Georgia received the most in federal support per student at $259.59, followed closely by Mississippi with $241.75, both of which were almost two and a half times as much as that of Alabama, which had the lowest amount per student at $106.08.

Use of the Gross National Product 1972 deflator index indicates that all states and regions showed growth for both state and local support of students receiving instruction under P.L. 89-10 sponsorship.[T-49, T-50] However, it must be remembered that the decreases in real dollar amounts of educational funding at state levels noted previously in this section occurred from 1981-82, and data were thus not available to allow for the determination of whether a similar pattern of decline in educational support under P.L. 89-10 had occurred during this period.

Education Expenditures and Staffing

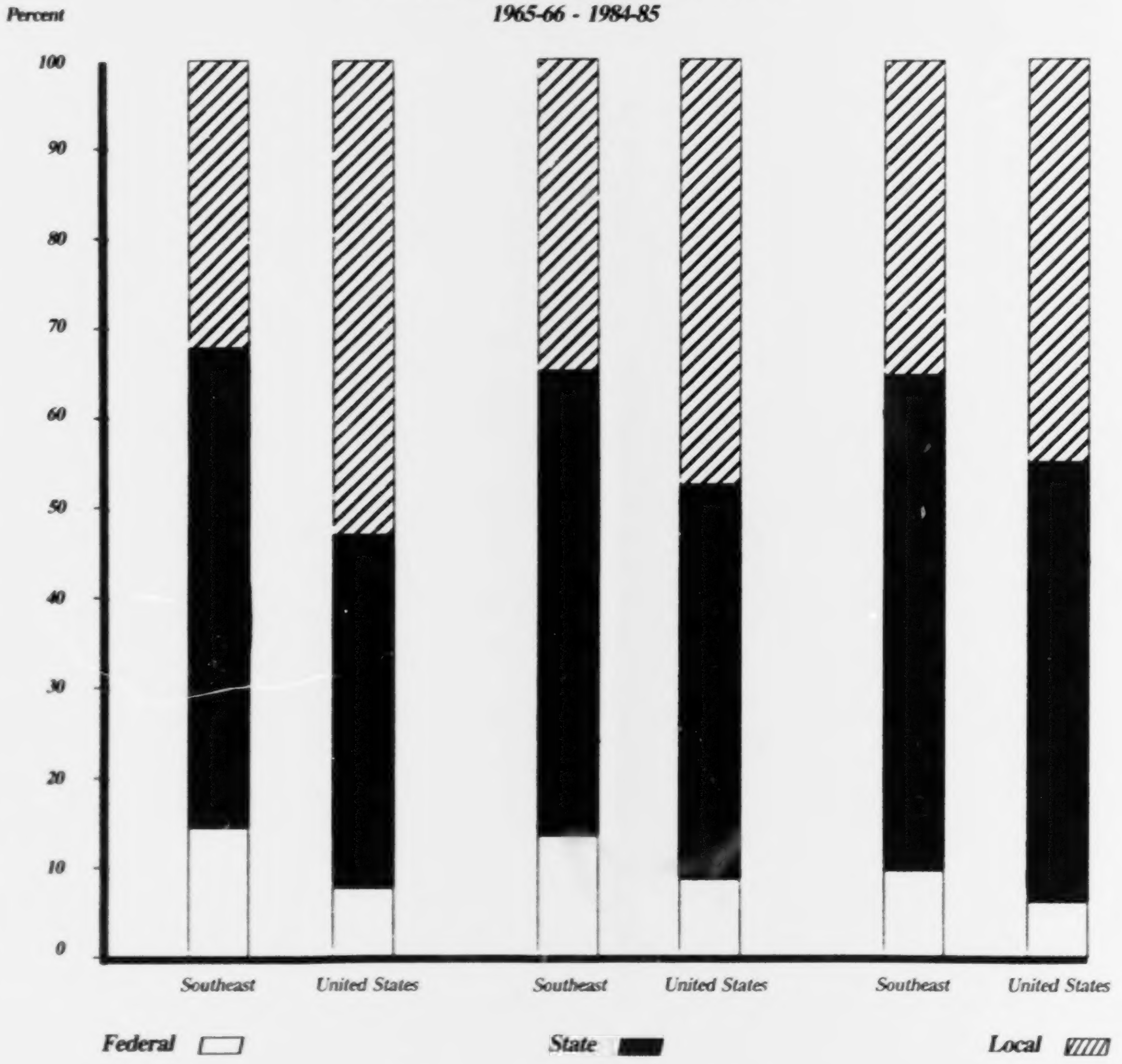
A comparison of total educational expenditures to the total number of educational staff members[T-51] and classroom teachers[T-52] also was determined on a per capita basis. Conclusions derived from these data are consistent with those derived from the other tables where total and per capita educational expenditure measures have been displayed. Specifically, growth is shown at the aggregated levels and for individual state levels. The same three southeastern states of Georgia, Mississippi, and North Carolina were found to be exceptions to the patterns of continued growth in time trends when comparisons of educational expenditures to educational staff size and numbers of classroom teachers were made.

Revenue Sources for State and Local Governments

A partial listing of amounts and percentages of the different sources of state revenue—averaged over the 12-fiscal year period of 1970 through 1982—was available for use in this survey.[T-53] Federal funding was found to be the single most important revenue source for both the Southeast Region (at 23.2 percent) and the U.S. as a whole (at 20.5 percent).[T54]

At the national level, property taxes

FIGURE 9
Revenue from Federal Sources
As a Percent of Total Education Revenue
1965-66 - 1984-85



ranked just behind federal funding at 20.3 percent as an important revenue source. For southeastern states, property taxes as a revenue source ranked third behind state/local sales taxes. State income taxes represented the third most important revenue source at national levels, but last of those sources considered for the Southeast Region.

With the exception of Florida, all states in the Southeast had a higher percentage of general state revenues coming from the federal government than the national average. Moreover, none of the states relied on property taxes to the extent represented by the national average of 20.3 percent. The use of property taxes as a source for southeastern state/local revenue ranged from a low of 7.6 percent in Louisiana to a high of 18.9 percent in Florida. As noted above, states in the Southeast relied more consistently on sales taxes for raising state/local government revenue, and this can be seen from the fact that only Virginia had a sales tax contribution below the national average of 12.2 percent.

The picture was not as clear on the use of state income tax to provide general government revenue. Half of the southeastern states were above the national average of 12.8 percent, led by North Carolina with the highest level, 19.2 percent; Florida had the lowest, 2.7 percent.

Thus, the southeastern states can be seen to differ from the nation at large in that there is more reliance on use of the sales tax and relatively less use of property taxes to raise state/local revenues necessary for government operation.

Funding Sources for Public Education

There are three major sources of revenue used in support of state/local educational programs. The percentage of state/local revenue realized from federal, state, and local governmental sources for the 20-year reference period was used to interpret trends over this time period *(see Figure 9)*.

The major sources of educational program support at the state level are provided by the state and local/intermediate governmental agencies, with 90 percent of the total educational program in the Southeast coming from these two sources. These two governmental funding sources account for somewhat higher levels in the other three regions and the United States as a whole.

National figures show educational revenue derived from state resources to have steadily increased from 39.1 percent in 1965-66 to 49 percent in 1984-85, while the Southeast has shown a minimal increase of less than 1 percent over this same time period, from 53.2 percent to 54.1 percent in 1984-85.[T-56] In contrast, the national figures show that local/intermediate governmental unit contribution levels have dropped from 52.5 percent at the beginning of the 20-year period to 44.8 percent, while Southeast regional figures showed a small increase of 2.5 percentage points to the present 34.4 percent over the same period of time.[T-57]

These two sources of educational revenue distinguish the regions of the United States for the first half of the 1980s. The Southeast and the West rely upon state-level sources for the majority of support of educational programs within their regions, but the North Atlantic and North Central regions derive a majority of their educational program support from local/intermediate governmental sources. It deserves note that, prior to 1980-81, the West also relied mostly on local/intermediate governmental sources for educational program support. The passage of the Proposition 13 initiative in the late 1970s in California had the effect of restricting the amount of revenues that could be raised from the property tax as the basic source of local/intermediate tax revenues.

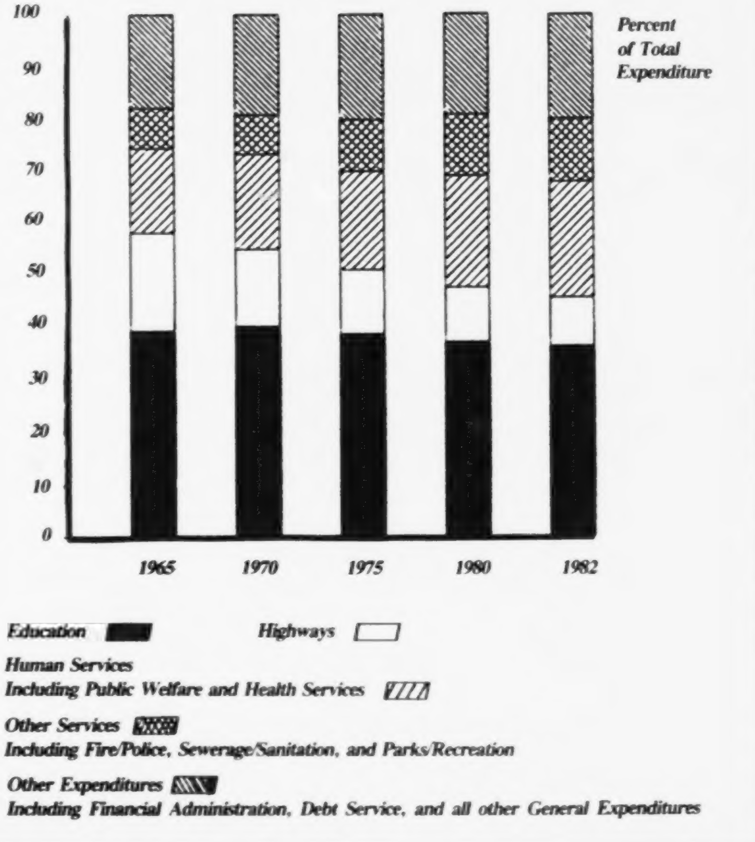
An exception to this education support pattern in the Southeast is the state of Virginia, which has relied upon local/intermediate governmental resources to provide the majority of support of education programs for each of the time comparison points. Tennessee also has moved to a major reliance on local/intermediate tax sources within the past three fiscal years (i.e., 1982-1985). These two states, along with Georgia, received less than 50 percent of educational program support from state sources in 1984-85. The greatest state-level support of education in 1984-85 was shown by Kentucky, with 68.6 percent of the total educational revenue coming from state sources.

A great deal of variation in level of educational support contributed by the local/intermediate government units also existed in the Southeast. As noted previously, the local/intermediate governmental levels of the states of Georgia, Tennessee, and Virginia showed relatively high (over 40 percent) levels of support for public schools, and Alabama had the lowest local/intermediate contribution level at 19.3 percent.

The Southeast received a greater percentage of educational revenue from federal funding sources than any other region and the United States as a whole.[T-55] Federal funding represented approximately one-seventh of the Southeast Region's educational revenues in 1965-66, but decreased steadily to represent somewhat less than 10 percent of 1984-85 Southeast educational revenues.

The states showing the greatest decrease in federal funding as a percentage of educational revenues were Alabama and Arkansas, which received approximately one-fifth of their educational program support in 1965-66 and 1970-71, but dropped to 11.7 percent and 10.5 percent in the 1984-85 fiscal years. The importance of federal funding is illustrated by the fact that federal funds represented 41 percent of the educational budget of the state of Alabama not covered by direct state fundings.

FIGURE 10
State and Local Expenditures By Function
As a Percent of Total Expenditures
U.S. Average
1965, 1970, 1975, 1980, 1982



State Funding for Public Education

Although education represents one major responsibility of state government, the percentage of state funds assigned to accomplish this function has declined steadily over time—with the Southeast showing a 2.9 percent decrease compared to a national decline of 4.9 percent.[T-58, T-59, T-60, T-61, T-62] A breakout was made of the percentage of state general funds allocated to various major state activities for specified years beginning in 1965-66 and ending in 1982-83 *(see Figure 10)*.

An inspection of these figures reveals increasingly homogeneous percentages of state/local government function expenditures at the national and Southeast regional levels. Major increases were noted in the Southeast for health and welfare, which took a combined total of 16.1 percent in 1965-66 and 22.1 percent in 1982-83. Also, increases from 7.7 percent in 1965-66 to 9.9 percent in 1982-83 were found for the public services such as public safety, sanitation and water, and parks and recreation.

Among these major groupings of state/local government-supported functions, public welfare was the single major contributor to the increase in health and welfare expenditures. The other major state funding function—besides education—to show a substantial decrease was transportation, which, at a funding level of 9.3 percent in fiscal year 1982-83, was one-half the relative percentage funded in 1965-66. Thus, according to allocated state/local government funds, education still is the most important function of state government, although public welfare is accounting for an increasing amount.

In Summary

In summary, growth in educational expenditures in the Southeast as a whole exceeded the national levels for the reference periods considered in this report. With the exception of one state in the Southeast, growth in levels of educational program support was higher than that found for the United States as a whole. Various patterns of support were found within the states with the majority showing actual dollar growth at each of the time reference points. However, the onset of the national recession in the early 1980s was associated with year-to-year drops in educational expenditures for three of the states, even though total government spending continued to show actual dollar growth. Two other southeastern states had a drop in total government expenditures, but continued growth in actual dollars spent on public education at the state and local/intermediate levels.

Application of the Gross National Product (GNP) deflator to give 1972 inflation adjusted or "real" dollars for educational expenditures indicated the majority of the southeastern states had a drop in "real" levels of state and local/intermediate government support for education during one or more fiscal years of the first half of the 1980s. This finding very likely represented the effects of the 1980s national recession and the decline in federal educational support.

A ranking of sources of educational funds at the state and local/intermediate levels indicated that federal funds were the single most important component in the Southeast and the United States as a whole. Moreover, the Southeast consistently had the highest—though diminishing—percentage levels of educational program support resulting from the distribution of federal funds to the state and local governments. Support of public education in the southeastern states was seen to be more of a state responsibility (through use of sales taxes and/or state income taxes) than in other regions of the United States, where the local/intermediate governmental levels had the primary responsibility for supporting educational programs through use of property tax revenues.

However, this distinction between regions of the country is changing. Within the Southeast, increasing reliance is being placed upon the use of local/intermediate governmental agency revenue-raising sources and less on the use of state taxation resources to provide funds to support public education. This trend is the opposite of that in the other three regions of the United States. However, the trends observed from these data do suggest that the four regions of the country will continue to move closer and closer to the same patterns of federal-state-local/intermediate government levels of support for public education.

The decrease in the percentage of funds raised by the state and allocated directly to support the operation of public school programs has been accompanied by an increase in direct state/local governmental support of other human service functions such as public welfare programs. However, the increase in total revenue raised at both state and local/intermediate government levels has been enough in most cases to offset the decrease in the percentage of the total government budget directed toward education and to allow for an actual, if not "real," gain in educational expenditures.

While the Southeast as a region has made above average efforts as measured in terms of growth of total educational program support, the fact remains that the Southeast started substantially behind and has not been able to "catch up' to the rest of the United States in terms of educational expenditures allocated on a per-student or per-teacher basis. This finding is not surprising when one considers the fact that the Southeast trails the country as a whole in terms of per capita income. With a relatively low financial base, it cannot provide the level of funding support for educational programs at an actual dollar level found in other regions of the country and still fund other necessary governmental program functions at the state and/or local levels.

Educational Staff Trends

Education often is described as a "labor-intensive industry," reflecting the critically important role played by staff in the quality of schooling. Funding figures alone do not tell the complete story of resources for education; it is necessary to examine staffing levels and patterns as well. This section reviews data on educational staff, including the numbers of educational employees, their relationship to the total civilian work force and to government staffing patterns, categories of educational employees, student:teacher ratios, and proportions of female and of elementary and secondary teachers.

It is important to note, however, that interpretation of the information that follows must take into account a particularly difficult problem of data collection: arriving at uniform definitions of terms. Although general descriptions of staff categories were included in the SEIS survey *(see Figure 11)*, neither national nor state data conform rigidly to uniform definitions of such categories as "professional education staff," "nonprofessional staff," "support staff," or even "classroom teacher." Thus, while the conclusions below have general validity, there may well be specific discrepancies related to variant definitions of "staff."

As in the previous sections, the "time periods of reference" are: 20 years—1965-66 through 1984-85; 10 years—1975-6 through 1984-85; 5 years—1980-81 through 1984-85.

Total Staff

The total educational staff of the states in the Southeast reached a peak in 1980-81, which represented a growth of 56.5 percent from the base year of 1965-66.[T-63] After a decrease between 1980-81 and 1982-83, an increasing trend for educational staff size was noted through 1984-85, giving a full 20-year growth rate of 56.2 percent. All of the 12 states in the region showed a similar drop in total numbers of educational staff between 1980-81 and 1981-82. Data for the United States and four regions were available through 1980-81 and showed an overall national growth rate of 62.5 percent from the base year of 1965-66.

While there are no comparable U.S. growth figures beyond the 1980-81 academic year, all states in the Southeast showed real growth in sizes of educational staff for both the 20- and 10-year periods ending in 1984-85. Because of a drop in educational expenditures during the early 1980s, less than half of the southeastern states showed a real increase between 1980-81 and 1984-85. However, 10 of 12 southeastern states did show real growth for a two-year period beginning in 1982-83 and ending in 1984-85.

Civilian Labor Force and Education Staff

Civilian labor force figures have shown continued growth in number of individuals employed for the four regions of the United States over the last 20-year period.[T-64, T-65] The Southeast led the way with growth rates above the Total U.S. average at each of ten yearly comparison points. During this time, only the West showed higher average growth rates, and, in at least one instance, the Southeast had the highest growth rate.

The relative size of the civilian labor force directly employed in some educational staff capacity showed growth from the 1965-66 base year to 1970-71, after which there has been a consistent drop over time to 1980-81 for all geopolitical units used in this report.[T-66] SEIS survey data for the first half of the 1980s show a cyclical pattern with an average 3.7 percent of the civilian labor force categorized as employees of an educational staff. It is noteworthy that the Southeast as a whole had the highest proportion of the civilian labor force employed by state or local education agencies for the period during which comparison figures are available and that this figure represented a 0.7 percent decline from the 1970s to the first half of the 1980s.

Among the states of the Southeast, West Virginia had the highest proportion of its civilian labor force involved in public education, and Florida, the lowest proportion. This suggests an inverse relationship

FIGURE 11

Personnel Categories

- ***Professional/Educational*** **includes classroom teachers, curriculum specialists, media/library specialists, and guidance and counseling personnel.**
- ***Professional/Other*** **includes health and psychological personnel.**
- ***Official/Administrative*** **includes school superintendents, assistant superintendents, principals, assistant principals, and business managers.**
- ***Nonprofessional*** **includes food services, transportation, and attendance personnel.**
- **The breakdown of elementary and secondary data reflects local and state practice rather than K-8, 9-12.**

between state public school enrollment and size of education staffs (adjusted for labor force participation) and implies that a certain minimum number of education staff is needed.

Local Education Staff as a Proportion of Government Staff

Since education is a legislated function of the state, a comparison of sizes of state educational staffs to the overall state/local government staffs provides an approximate measure of the importance placed on educating the public. Figures available for the last 20 years[T-67] show a steady decline in the proportion of state/local government employees involved with public education. This decrease was greater than that observed for the United States until 1980-81, the last year for which data were available on a national scale.

These figures indicate that the 1960s were a period when education was a major, if not the primary, state priority, accounting for almost two-fifths of the local/state government staffs. At this time, one notes that the size of educational staffs in the Southeast began to grow faster relative to the country at large, even as public school enrollments were decreasing. Later, there was a need to change governmental priorities, which was reflected through increased employment of local/state staff to perform other governmental functions.

Also, changes in federal funding priorities resulted in the states' taking on new and/or additional responsibilities such as increased funding of human service programs like welfare. Because total educational staff sizes were increasing during most of this time period, the decreases in relative sizes of the local/state governmental staff associated with education did not result in actual contraction in educational staff sizes. Instead, growth in state/local governmental budgets permitted funding for new emphases and/or increased funding for other traditional governmental functions while continuing to increase the actual dollar support of the public education enterprise.

States within the Southeast showed the same trend of a decreasing proportion of local/state government staff involved with public education as that noted for the region as a whole. The states with the highest concentration of state/local government staff working in education for the 1983-84 school year were West Virginia, Arkansas, and Kentucky, with approximately 36 percent or more each, while the lowest was Alabama, with 26 percent. Finally, the percentage of a state's labor force involved in education and the percentage of state population falling within typical school-attending age ranges appear to vary jointly, thus indicating the existence of a positive relationship between these two variables.

Staffing by Category

The operation of an educational system relies upon individuals with skills in support and administrative areas as well as instruction. For the purposes of this report, the educational staff is divided into three different categories: (1) educational/professional, (2) nonprofessional, and (3) administration.

Educational/professional staff represents the largest component of the educational staff in the Southeast and in all states within the region.[T-74] This category includes instructional personnel, such as classroom teachers, as well as other professional educational support personnel, such as guidance counselors and librarians. Nonprofessional staff members[T-73] perform support functions for public education, such as meal preparation, transportation, and building/vehicle maintenance. School system personnel, such as system superintendents and school principals and their assistants are the job positions on an educational staff most likely to be categorized as administrative in function.[T-72]

Use of data collected via the SEIS survey provided a 20-year period for comparison of the distribution of educational staff among the three categories, while data available from federal sources (for a 15-year period ending in 1980-81) provided the basis of comparison for the other three regions of the country and the nation as a whole.

The major conclusion to be derived from an analysis of the data from the Southeast and the United States as a whole is that the percentages of educational staff employed in the three personnel categories showed different and opposing trends. The percentage of educational staff serving an educational/professional function decreased while the nonprofessional staff showed a steady increase.[2] The percentage of staff categorized as having an administrative function appeared to remain approximately the same for the U.S. as a whole, while the Southeast Region's percentage showed a slight increase of less than 1 percent over the 20-year period.

TABLE 73
Nonprofessional Staff As a Percent of Total Staff
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	25.2	31.6	33.5	37.7				
Southeast	34.1	38.2	35.8	38.7	39.0	28.5	29.0	29.6
North Atlantic	24.2	28.2	30.8	35.0				
North Central	21.9	31.1	34.2	37.0				
West	20.3	30.4	34.0	40.2				
Alabama	35.1	45.0	35.8	33.1	NA	28.6	30.4	28.4
Arkansas	34.7	37.7	36.7	37.7	39.5	36.5	38.9	38.9
Florida	36.0	47.9	37.2	38.7	38.6	39.6	39.6	38.8
Georgia	35.9	47.0	40.5	38.0	40.5	NA	NA	NA
Kentucky	34.2	40.8	24.6	40.4	40.4	35.0	34.9	40.2
Louisiana	35.9	42.8	28.9	40.3	42.3	41.2	41.7	41.0
Mississippi	40.3	39.1	40.4	43.2	35.0	41.5	43.3	46.2
North Carolina	28.1	31.6	34.1	40.0	40.3	18.6	18.3	18.1
South Carolina	38.0	31.7	NA	38.9	36.7	0.3	0.3	0.3
Tennessee	34.2	46.9	36.1	39.9	40.1	38.8	38.5	37.5
Virginia	17.6	35.5	35.3	36.6	36.0	36.1	36.9	36.8
West Virginia	48.0	42.9	36.8	36.4	37.3	23.6	NA	36.3

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[2] It is interesting to contemplate the reasons for the observed trend of an increasing proportion of the educational staff being employed to serve nonprofessional functions. For example, transportation and maintenance personnel are listed as nonprofessional employees who can be employed on educational staffs. This observation leads to a hypothesis that the increases in nonprofessional personnel necessary to help an educational system operate resulted from several significant trends of the 1970s: the consolidation of school districts and growth of comprehensive high schools, the expansion of meal service programs in the schools, and the need to implement and maintain a busing program to meet federal desegregation guidelines.

The variation in percentages of total staff employed as educational/professional staff in 1984-85[T-74] ranged from a high of 67.7 percent for Alabama to a low of 49.8 percent for Mississippi, with the single median (middle) of 58.2 percent for Virginia. State nonprofessional staff percentages varied from a low of 28.4 percent for Alabama to a high of 46.2 percent for Mississippi for the same fiscal year. In contrast, the percentage of employees on state educational staffs who had an administrative function showed little variation ranging from the low in Tennessee of 0.7 percent, to a high in North Carolina of 9 percent.

Classroom Teachers

An analysis of the composition of state educational staffs revealed that approximately 9 of every 10 members of a southeastern state school system's instructional staff were classroom teachers.[T-69, T-70] This percentage had been above the national average for the past five years and has been the highest among all regions in the United States since the 1980-81 academic year. A consistent trend was noted for both the United States overall and for the Southeast Region, with a decrease in numbers of classroom teachers as a percentage of instructional staff from 1965-66 to 1980-81, followed by an increase to 1984-85.

Georgia was the southeastern state in 1984-85 with the highest percentage of instructional staff classified as teachers at 95.6 percent, while Tennessee reported the lowest at 85.8 percent. Although classroom teachers in 1984-85 represented the greatest proportion of instructional personnel by far at 90 percent, this job classification comprised only 52.8 percent of all educational staff in the southeastern states.[1] These percentages follow trends noted for classroom teachers overall, with a drop from the base year of 1965-66 to 1980-81 and then a small increase of 1.5 percent through 1984-85.

A review of national and regional data for the years of 1965-66 to 1980-81 (for which national data are available) revealed lesser declines in the percentage of total educational staff classified as classroom teachers for the Southeast when compared to the other regions of the United States. It is noteworthy that, despite decreases of 20 percent in the West and between 10 and 20 percent for the two northern United States regions, the decrease of less than 10 percent for the Southeast in 1980-81 resulted in very modest variation from the national average. In fact, all four regions had percentages of classroom teachers (as a proportion of total educational staff) within 2 percentage points of the national average of 52.1.

Within the Southeast, only Louisiana and Mississippi reported fewer than half of its educational staff members functioning as classroom teachers during 1984-85, and the state with the highest proportion of classroom teachers was Alabama, with 59.8 percent.

TABLE 74
Professional/Educational Staff As a Percent of Total Staff
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	69.9	61.8	60.7	55.8				
Southeast	62.4	58.8	59.0	56.0	57.7	53.0	52.8	52.7
North Atlantic	70.1	62.8	62.9	57.4				
North Central	73.2	63.5	60.0	57.1				
West	74.2	61.6	60.3	52.9				
Alabama	62.2	66.7	60.2	62.2	NA	67.3	65.4	67.7
Arkansas	61.8	62.9	58.1	57.2	56.6	60.7	56.9	57.0
Florida	60.6	56.4	58.3	55.0	58.3	55.4	55.5	56.2
Georgia	61.4	62.7	55.2	58.5	56.7	NA	NA	NA
Kentucky	62.1	60.3	57.3	54.9	56.7	56.7	56.8	55.4
Louisiana	59.6	57.8	55.0	54.0	55.0	52.3	51.6	51.1
Mississippi	56.3	48.5	54.4	52.8	61.9	54.7	52.6	49.8
North Carolina	68.6	54.4	59.7	54.1	56.2	71.4	71.5	71.6
South Carolina	59.2	60.5	91.5	55.9	59.8	59.1	60.7	61.2
Tennessee	62.7	59.6	59.4	54.1	55.8	60.3	60.6	58.8
Virginia	77.6	63.0	58.2	58.8	60.7	59.1	58.2	58.2
West Virginia	46.6	56.7	56.4	55.6	59.2	57.7	NA	58.6

Elementary and Secondary Teachers

An inspection was made of the allocation of teachers between elementary (grades 1-6) and secondary (grades 7-12) levels, revealing that, among all U.S. regions, the Southeast had the highest proportion of classroom teachers working at the elementary level during 1984-85.[T-75, T-76] This is consistent with findings that students attending southeastern public schools were younger, on the average, than students in other regions of the United States.

Elementary teachers represented over 60 percent of classroom teachers in all but four states in the Southeast region (Alabama, Arkansas, Mississippi, and Virginia). Moreover, there was a remarkable consistency in state percentages of classroom teachers assigned to a particular grade level grouping, with only four states (Florida, Louisiana, South Carolina, and Virginia) showing a change of 4 percent or more for the 20-year reference period.

Special Education Teachers

The importance of providing an instructional program to all students and not just those capable of normal classroom instruction was confirmed with the passage of Public Law 94-142, *The Education for All Handicapped Children Act*. This recognition of the expanded responsibility of the public school systems to educate students with all handicaps was associated with the need to provide each special education student with an individual educational program (IEP). Data were available giving the numbers of special education teachers and students in the Total U.S. and its four regions for the limited period of 1976-77 through 1979-80.[T-77] SEIS survey data were used to supplement national data on special education instruction in the Southeast for the years 1980-81 through 1984-85.

All regions showed growth in the numbers of instructional personnel indentified as special education teachers over the periods for which data were available. The United States had an increase of 23 percent from 1976-77 through 1979-80, while the Southeast showed an increase of 22.6 percent during this same period and an increase of 47.4 percent for the 10-year period ending with 1984-85.

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[1] A caution is in order here. Because of the variations among state and local educational agencies' categorizations of staff, these statistical patterns may be somewhat misleading. For example, increased instructional requirements for special education, libraries, support services, etc., may have resulted in increases in professional education staff not necessarily categorized as "classroom teachers."

Female Teachers

The relatively high percentage of female teachers is a characteristic that distinguishes the Southeast as a region from the other regions and the United States as a whole. [T-78] This percentage of 77.6 in 1984-85 was approximately 10 percentage points higher than the West, which was the next highest region in terms of proportion of female teachers, and was some 9 percentage points higher than the United States average. This percentage difference has held consistently since the beginning of the reference period in 1965-66. The percentage of female classroom teachers at all levels ranged from 60.3 in West Virginia to 81.8 in South Carolina for the 1984-85 school year.

The continuing high female representation of teachers reflects the historical pattern of women seeking professional work in the helping professions, such as nursing and teaching. The recently recognized movement of females into professional work opportunities in fields other than the helping professions could result in a lowering of the percentage of female teachers in the Southeast.

Student:Teacher Ratios

The student:teacher ratio is a school system factor that has attracted attention from the public and the legislative branches of government as a measure of school system quality. The lower the student:teacher ratio, it is argued, the greater the instructional time available for students and, therefore, the better the quality of schooling.

The use of total enrollment in public schools and numbers of classroom teachers allowed the construction of a student:teacher ratio that was comparable among U.S. regions and among states within regions. [T-79] Although classroom teachers do not account for the total of instructional personnel under the definitions used in either the SEIS or national surveys, approximately 9 of 10 Southeast instructional staff members were classroom teachers. Thus, the improvement shown in student:teacher ratios could result from the additional funding of instructional classroom teacher positions provided by state and local educational agencies.

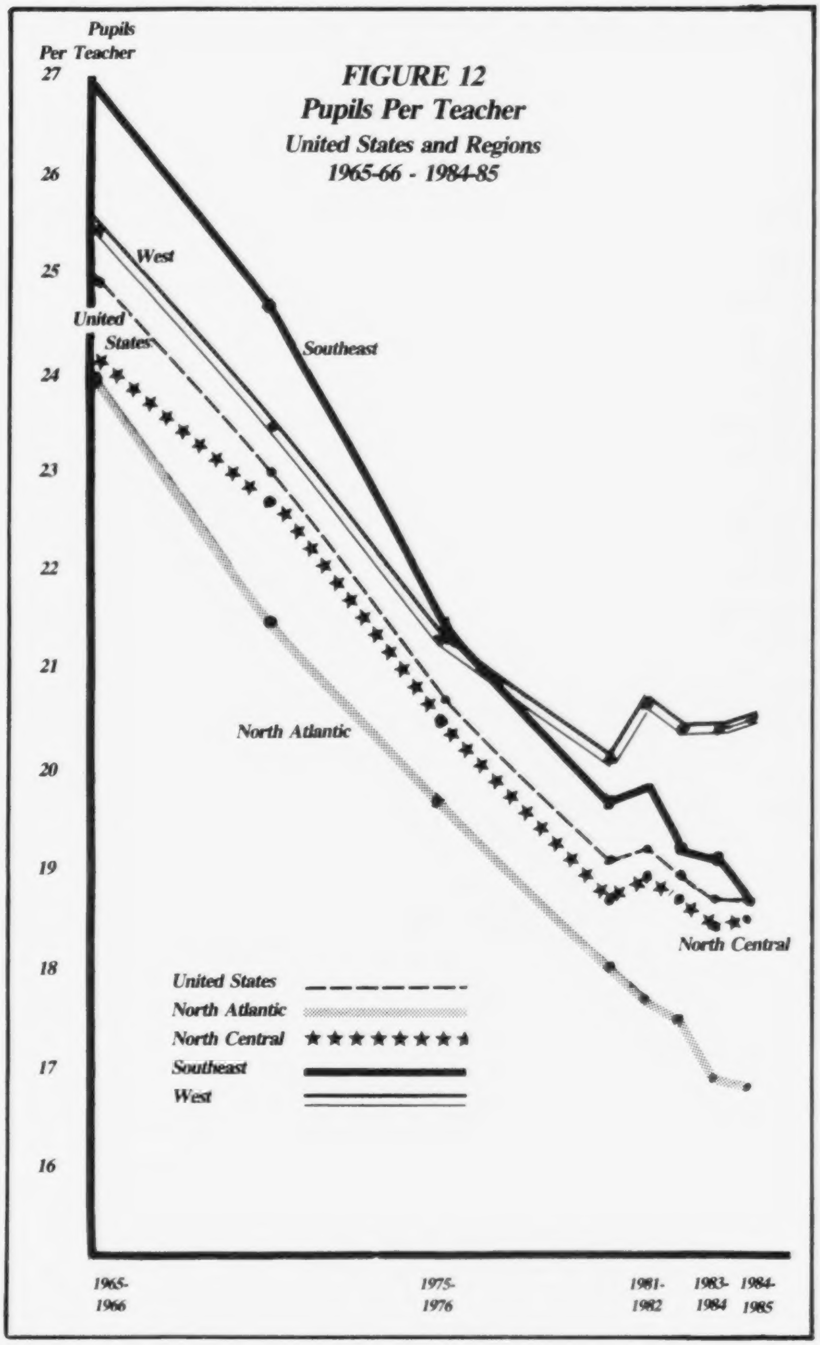

FIGURE 12
Pupils Per Teacher
United States and Regions
1965-66 - 1984-85

The United States as a whole and regions individually have had improvements in this characteristic of school system quality. After starting with the highest student:teacher ratio in 1965-66 (i.e., the greatest number of students per teacher), the Southeast experienced the greatest improvement among the regions over the 20-year period, with a decrease of 8.1 percent students per teacher *(see Figure 12)*. In comparison, the United States as a whole saw an average decrease of 6.2 students per teacher in that time period. Thus, the Southeast was able to almost match the U.S. average student:teacher ratio of 18.4:1 in the 1984-85 school year. For the 5- and 10-year reference periods, the Southeast ranked second only to the North Atlantic in the amount of improvement in its student:teacher ratios.

Within the Southeast, all states showed substantial 20-year decreases in student:teacher ratios, led by Mississippi and West Virginia with 10.3 and 10.4 fewer students per teacher, respectively. For the first half of the 1980s, Alabama showed the greatest improvement, reducing its student:teacher ratio by an average 1.6 students per teacher.

Progress has continued over the last two years of the report reference period from 1982-83 through 1984-85, with decreases of 1 and 1.2 students per teacher for Alabama and South Carolina, respectively. Inspection of between-year comparisons for the southeastern states during the 1980s indicated slight increases in this ratio for one or two year runs, but the great majority of states showed reduced ratios or remained at approximately the same levels. For example, Georgia's student:teacher ratio went down between 1980-81 and 1983-84 and then showed a slight increase for 1984-85. The net result was a showing of no overall gain over the first half of the 1980s.

Teachers' Salaries

The average annual salaries for teachers in actual and "real" dollars was obtained for all 50 states over the 20-year period under study.[T-81] Inspection of annual teacher salaries reveals uninterrupted growth in actual dollars for the Total U.S. and for the Southeast as a region. And, while salary levels remain lower in the Southeast, growth rates in this region's teacher salaries were somewhat higher than the United States average for the full 20-year reference period (271.0 percent for the Southeast, compared to 261.6 percent for the United States). However, for the last 10- and 5-year periods, growth rates were relatively lower in the Southeast (93.3 percent and 33.6 percent) than in the United States as a whole (100.1 percent and 35.2 percent).

Use of the 1972 Gross National Product (GNP) deflator index provides a measure of salary improvement independent of the effects of inflation.[T-82] The 10-year reference period shows a gain of $1,814 for the Southeast as a whole. However, much of that gain was due to the effects of inflation felt during the latter half of the 1960s. Using the adjusted salary for 1970-71 as a more accurate baseline year for 1972 adjusted dollars indicates that real teacher pay showed a small loss in purchasing power until 1983-84, and that real growth of approximately $450 was experienced in 1984-85. A similar pattern was noted for the United States as a whole and for each of the defined regions *(see Figure 13)*.

It is interesting to note that the salary earned in 1965-66 by the typical southeastern teacher was 82.4 percent of the salary earned by the typical U.S. teacher, but in 1984-85, it was 85.8 percent of the national average teacher salary. An available proxy for worker salary improvement in this report was a gain in the per capita income index for the Southeast as a whole, which rose from 76.6 percent of the national average in 1965 to 87.7 percent in 1984. Thus, the relative improvement of 3.4 percent was less than one-third of the per capita gain of 11.1 percent.

Gains in actual dollar amounts of teacher salaries also were found for each of the 12 southeastern states, with South Carolina teacher salaries showing the greatest relative gain of 327.2 percent over the 20-year period and Louisiana showing the smallest gain at 222.7 percent. For the 10-year periods of 1975-76 to 1984-85, Kentucky showed the greatest gain with 107.0 percent. Kentucky and South Carolina were the only two states to show increases above the United States average teacher salary gain of 100.1 percent. Mississippi, at 70.1 percent, represented the least amount of growth in teacher salary improvement for the 10-year reference period. The states with the greatest and smallest gains for the first half of the 1980s were Tennessee and Louisiana, with 45.8 percent and 18.9 percent, respectively.

Analysis of state teacher salary increases adjusted for inflation through the use of the 1972 GNP deflator index reveals no consistent patterns in real salary growth. Although teachers in most states achieved their highest salary in real 1972 dollar terms in 1984-85, other states show adjusted salaries to have been highest in some previous year. For example, Florida average teacher salaries in real 1972 dollar terms have remained below the reported 1970-71 figure through 1984-85, and Virginia only topped that figure in the 1984-85 fiscal year. Louisiana and West Virginia attained their highest real teacher salaries in 1981-82, figures which have not been matched in real salary terms through 1984-85. Similarly, Mississippi teachers received their highest salary adjusted for inflation in 1975-76. The highest teacher salary in real dollar terms for the remaining seven states occurred in the 1984-85 fiscal year.

Southeastern teacher salaries for the 1984-85 fiscal year ranged from the Mississippi low of $15,924, which also was lowest in the United States, to the high of $21,447 for Virginia. Although none of the southeastern states could claim an average salary paid as high as the national average, it can be noted that eight states outside of the Southeast Region had average salaries below the southeastern 1984-85 regional average of $20,204. These states are found in each of the other three regions: Maine, New Hampshire and Vermont from the North Atlantic Region; Nebraska, North Dakota, and South Dakota from the North Central Region; and Oklahoma and Idaho from the West. It can be noted that these states have farm-oriented economies similar to those found in southeastern states.

Those eight states outside the Southeast (with average teacher salaries below the Southeast's for 1984-85) also were found to be below the Southeast average when 1972 adjusted dollar teacher salaries were used for comparison purposes.

In Summary

In summary, educational staff sizes in the Southeast and in the nation as a whole have grown beginning with the mid-1960s baseline year of 1965-66 through 1980-81. Data available for the Southeast alone indicate that a coinsiderable decrease in educational staff size took place in the 1981-82 academic year. Another period of growth followed with the establishment of a new record for educational staff size in 1984-85. Education staff personnel as a percentage of the total work force in the region has remained relatively constant at about 4 percent of the civilian labor force for the 20-year study period.

Growth in education staff size has resulted from the natural growth of the labor force in the Southeast, as well as the nation as a whole. It can be noted that the peaks of size of public educational staff lagged behind the peak of total public school enrollment by approximately 10 years.[4]

However, since the increase in educational staff size occurred at the same time that there was a drop in student enrollment, educational organizations were provided with an opportunity to substantially reduce student:teacher ratios.

A major finding was the increasing similarity in percentages of educational staff classified as classroom teachers in the four regions of the United States during 1980-81, the last year for which comparable regional and national data were available. This percentage indicated that 52.8 percent—slightly over half of all educational staff—were employed as classroom teachers, which is substantially below the 1965-66 figures of 59.1 percent for the Southeast and 65.8 percent or more for the other three U.S. regions.

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[4] This phenomenon has been confirmed in studies of the teacher labor market in the Southeast conducted over the past several years by the Southeastern Regional Council for Educational Improvement. These studies revealed a consistent gap between demand and supply of teachers resulting from a variety of factors, including recruitment practices, salaries, and planning policies.

Classroom teachers represented the major instructional resource in public schools. Available data indicated that nine of every ten identified instructional staff members of public school systems in the Southeast and the nation were classroom teachers and that this percentage had remained remarkably constant over the 20-year reference period, as had the percentage of educational staff assigned to perform administrative duties at approximately 4 percent. The greatest increase in major classifications of educational staffs was for nonprofessional (support) staff, which gained approximately 5 percent from 1965-66 to 1980-81.

Also remaining relatively constant over the 20-year review period of public education in the Southeast were the percentages of teachers assigned to teach elementary grades (59 percent) and the proportion of classroom teachers who were females (77 percent). Both of these figures were more than comparable national figures of 55 percent elementary teachers and 68 percent female teachers.

The employment of special education teachers also had increased over the nine-year period for which there were available data. The increase was in line with the growth observed in public school special education enrollment in the Southeast.

Teacher salaries in actual and inflation-adjusted dollars have increased over the 20-year study period for the South-

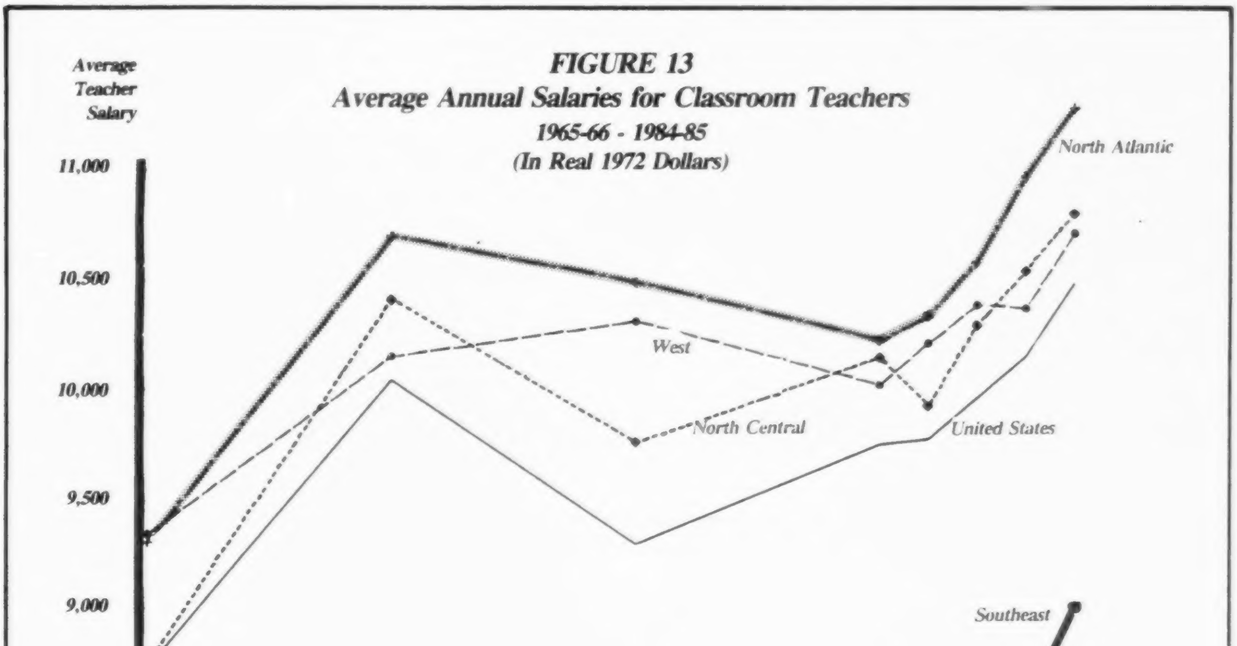


FIGURE 13
Average Annual Salaries for Classroom Teachers
1965-66 - 1984-85
(In Real 1972 Dollars)

east and the nation. Salary improvement of Southeast teachers relative to the United States average teacher salary was shown by the increase from 82 percent in 1965-66 to 86 percent in 1984-85. Although the Southeast as a region and each of its states individually had teacher salary averages that were below the national average and each of the other U.S. regions, the Southeast average salary for public school teachers was found to be higher than the reported average salary for public school teachers in eight states located in the other regions for the 1984-85 academic year.

TABLE 82
Average Annual Salaries for Classroom Teachers (In Real 1972 Dollars)

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	8,723	10,042	9,796	9,747	9,770	9,962	10,151	10,484
Southeast	7,183	8,523	8,259	8,469	8,432	8,443	8,548	8,997
North Atlantic	9,301	10,695	10,485	10,220	10,332	10,583	10,974	11,288
North Central	8,736	10,405	9,756	10,143	9,922	10,292	10,543	10,805
West	9,334	10,148	10,309	10,017	10,209	10,384	10,369	10,713
Alabama	6,901	8,040	8,372	8,672	7,956	8,466	8,178	9,001
Alaska	11,042	14,791	15,256	16,240	16,281	16,339	17,486	17,705
Arizona	9,414	10,121	9,791	9,721	9,187	9,598	10,009	10,413
Arkansas	6,352	7,231	7,622	7,433	7,398	7,361	8,015	8,457
California	10,921	11,445	12,008	11,003	11,605	11,556	11,490	11,714
Colorado	8,564	9,003	9,480	9,931	9,984	10,323	10,765	10,893
Connecticut	9,648	10,464	9,380	9,766	9,629	9,967	10,465	10,921
Delaware	9,581	10,660	9,911	10,094	9,838	9,917	9,682	10,378
Dist. of Columbia	10,050	11,508	12,085	12,814	12,375	12,313	12,792	12,748
Florida	8,623	9,597	8,292	8,627	8,558	8,787	9,017	9,280
Georgia	7,169	8,478	8,391	8,649	8,345	8,372	8,617	9,178
Hawaii	9,285	11,286	12,015	11,756	11,496	11,922	11,265	10,969
Idaho	7,618	7,694	8,067	8,482	8,365	8,455	8,318	8,774
Illinois	9,545	11,154	NA	10,930	10,720	10,729	11,188	11,504
Indiana	9,447	10,192	8,820	9,451	9,497	9,675	9,961	10,284
Iowa	8,107	9,154	9,140	9,044	9,174	9,259	9,319	9,324
Kansas	7,752	8,757	8,461	8,540	8,523	8,765	8,958	9,446
Kentucky	6,606	7,837	7,718	8,820	8,818	8,839	9,090	9,008
Louisiana	8,092	9,091	7,973	9,272	9,825	8,854	8,510	8,681
Maine	7,437	8,858	8,390	7,837	7,704	7,812	8,014	8,164
Maryland	9,217	10,999	10,830	10,800	10,771	10,956	11,144	11,518
Massachusetts	9,514	9,810	9,401	10,241	9,581	10,308	10,621	10,739
Michigan	9,179	11,554	12,277	11,792	11,399	12,768	12,510	12,650
Minnesota	8,899	11,192	9,686	9,622	10,153	10,720	11,262	11,545
Mississippi	5,615	6,549	7,358	7,280	7,209	6,885	7,313	7,093
Missouri	7,848	9,127	8,287	8,636	8,371	8,424	8,931	9,109
Montana	7,772	8,909	8,690	8,942	9,063	9,370	9,569	9,667
Nebraska	7,002	8,851	7,913	8,218	8,451	8,372	8,688	8,976
Nevada	9,414	10,411	10,046	9,912	10,254	10,611	10,342	10,030
New Hampshire	7,571	9,044	8,295	7,433	7,498	7,957	8,036	8,274
New Jersey	9,337	10,877	10,566	10,248	10,154	10,355	10,760	11,191
New Mexico	8,517	8,953	8,694	9,491	9,532	9,842	9,514	9,827
New York	10,318	12,099	12,601	11,424	11,953	12,020	12,635	12,917
North Carolina	7,152	8,903	8,820	8,599	8,413	8,455	8,515	9,220
North Dakota	6,861	7,695	7,812	8,333	9,020	8,842	8,908	8,863
Ohio	8,509	9,590	9,006	9,072	9,461	9,618	9,847	10,127
Oklahoma	7,571	8,022	7,584	8,198	8,267	8,784	8,593	8,431
Oregon	8,911	10,135	9,796	10,360	10,356	10,455	10,709	11,086
Pennsylvania	8,589	10,137	9,757	9,906	9,936	10,182	10,500	10,883
Rhode Island	8,476	10,287	10,571	11,090	11,046	11,143	11,718	12,197
South Carolina	6,265	7,630	7,824	8,018	7,964	7,944	8,040	8,895
South Dakota	6,231	7,404	7,358	7,636	7,506	7,498	7,622	7,730
Tennessee	6,834	8,066	8,136	7,881	8,305	8,509	8,438	9,140
Texas	7,973	9,074	8,985	8,800	8,967	9,400	9,329	10,066
Utah	8,388	8,803	8,974	9,303	9,258	9,548	9,253	9,490
Vermont	7,558	9,008	7,880	7,412	7,505	7,823	8,14	8,469
Virginia	7,571	9,483	8,927	8,700	8,674	8,912	9,100	9,552
Washington	9,146	10,377	10,756	11,593	11,707	11,293	11,269	11,407
West Virginia	6,687	8,251	8,279	8,371	8,736	8,328	8,089	8,713
Wisconsin	8,610	10,605	10,125	11,235	9,887	10,335	10,550	11,037
Wyoming	8,199	9,469	8,769	11,445	10,837	11,293	11,654	11,896

Reform Initiatives in the Southeastern States

Responding to many different motivations and stimuli, the nation's public schools have embarked on a program of significant change in the past several years. One tally shows 35 states with new (and tougher) high school graduation requirements, 21 with new programs to improve textbooks and instructional materials, 8 adopting longer school days and 7 with longer school years, and 24 studying master teacher/career ladder programs. Six states have already adopted such plans.

As a region, the Southeast also has embarked on this path of reform and school improvement. *Data Profiles* makes no effort to offer qualitative or quantitative comments on these initiatives. For one thing, change is occurring at such a rapid pace that it is difficult to present up-to-the-moment information. Secondly, it may be difficult to assess for some time the benefits which accrue to students from many of these new programs, policies, and activities.

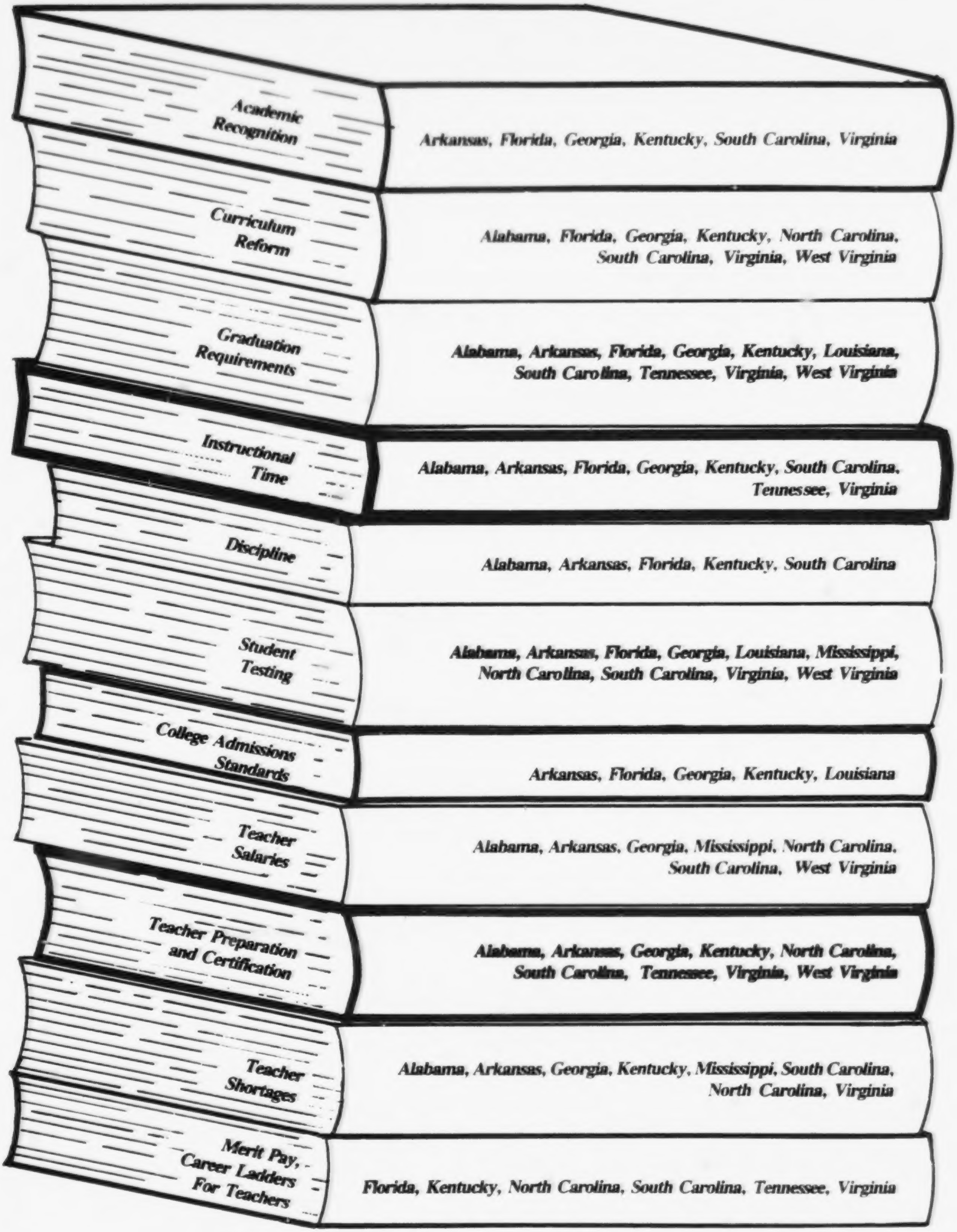
Collectively, these new initiatives by the public school systems have great value in that they represent a national reappraisal—somewhat fragmented, to be sure, as is the system itself—of the nature and purpose of schooling in a time of rapid and complex change.

One clear pattern of change in the Southeast is that, without exception, all states have undertaken new programs and adopted new policies that by any standard would be considered major school improvement initiatives. All of the states, for example, now support kindergarten programs, and virtually all of them have strengthened high school graduation requirements. Stronger, more comprehensive testing programs are in place in 10 of the 12 states. A number of the states, with Arkansas and Tennessee counted among national leaders, have introduced major, statewide reform efforts to introduce microcomputer instructional activities in broad, pervasive programs.

Generally there has been an upgrading of teacher salaries in the region, as well, and over half of the region's states are studying or have adopted career ladder programs for teachers, or some type of merit pay program. Stronger testing and certification procedures for new teachers are issues receiving careful study in about half of the states of the region.

There are other initiatives, as well. Eight of the 12 states have programs to improve curriculum, while 8 states are evaluating the relationship of instructional time and learning. North Carolina, for example, has a pilot program to evaluate the effects of extending the length of the school day and the school year. Over half of the states are studying programs to deal with teacher shortages in areas such as math and science.

The reform activities reported in this edition of *Data Profiles* are based on information contained in *The Nation Responds: Recent Efforts to Improve Education*, published by the U.S. Department of Education in May, 1984; an up-date of that publication gathered by the Department in October, 1985; and information gathered directly from the states of the region. The information is presented in narrative form in the appendices.



Academic Recognition	Arkansas, Florida, Georgia, Kentucky, South Carolina, Virginia
Curriculum Reform	Alabama, Florida, Georgia, Kentucky, North Carolina, South Carolina, Virginia, West Virginia
Graduation Requirements	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, South Carolina, Tennessee, Virginia, West Virginia
Instructional Time	Alabama, Arkansas, Florida, Georgia, Kentucky, South Carolina, Tennessee, Virginia
Discipline	Alabama, Arkansas, Florida, Kentucky, South Carolina
Student Testing	Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Virginia, West Virginia
College Admissions Standards	Arkansas, Florida, Georgia, Kentucky, Louisiana
Teacher Salaries	Alabama, Arkansas, Georgia, Mississippi, North Carolina, South Carolina, West Virginia
Teacher Preparation and Certification	Alabama, Arkansas, Georgia, Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
Teacher Shortages	Alabama, Arkansas, Georgia, Kentucky, Mississippi, South Carolina, North Carolina, Virginia
Merit Pay, Career Ladders For Teachers	Florida, Kentucky, North Carolina, South Carolina, Tennessee, Virginia

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TABLE 1
Census Population Estimates
July 1, 1965-1984 (Thousands)

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	193,526	203,302	215,465	226,546	229,518	231,786	234,023	236,158
Southeast	41,856	43,816	48,788	52,669	53,679	54,354	54,984	55,704
North Atlantic	62,551	64,947	65,674	65,382	65,543	65,573	65,789	66,065
North Central	44,491	45,933	47,078	48,068	48,192	48,153	48,207	48,364
West	45,022	48,606	53,925	60,426	62,105	63,705	64,992	66,025
Alabama	3,448	3,444	3,681	3,894	3,927	3,941	3,959	3,990
Arkansas	1,894	1,923	2,158	2,286	2,300	2,307	2,328	2,349
Florida	5,954	6,791	8,542	9,746	10,183	10,446	10,680	10,976
Georgia	4,332	4,588	5,059	5,463	5,573	5,648	5,732	5,837
Kentucky	3,140	3,221	3,469	3,661	3,675	3,692	3,714	3,723
Louisiana	3,496	3,645	3,887	4,206	4,300	4,383	4,438	4,462
Mississippi	2,246	2,217	2,400	2,521	2,548	2,569	2,587	2,598
North Carolina	4,863	5,084	5,535	5,882	5,958	6,019	6,082	6,165
South Carolina	2,494	2,591	2,900	3,122	3,186	3,227	3,264	3,300
Tennessee	3,798	3,926	4,261	4,591	4,630	4,656	4,685	4,717
Virginia	4,411	4,651	5,056	5,391	5,436	5,485	5,550	5,636
West Virginia	1,786	1,744	1,841	1,950	1,960	1,961	1,965	1,952

SOURCE:

U.S. Bureau of the Census, *Statistical Abstracts of the United States*, 1980, 1985.

U.S. Bureau fo the Census, *Current Population Reports (Estimates of the Population of the States: 1970 to 1983)*

NOTE:

- The U.S. Totals for 1965 and 1983 are revised; however, state and regional revisions are not available. Therfore, regional data do not add up to U.S. Total.
- Population data for 1981-83 are estimates. 1984 data are provisional.

TABLE 2
Racial Category as a Percentage of Total Population
1960, 1970 & 1980

Region		White			Black			Other	
	1960	1970	1980	1960	1970	1980	1960	1970	1980
U.S., Total	88.6	87.4	83.1	10.5	11.2	11.7	0.9	1.4	5.2
Southeast	76.6	78.7	78.5	23.2	20.9	20.2	0.2	0.4	1.3
North Atlantic	91.6	89.1	85.3	8.2	10.2	11.4	0.3	0.7	3.4
North Central	93.3	91.5	88.6	6.3	7.8	8.9	0.4	0.7	2.5
West	90.9	89.3	80.6	6.1	6.8	6.9	3.1	4.0	12.5
Alabama	69.9	73.4	73.8	30.0	26.4	25.6	0.1	0.2	0.6
Arkansas	78.1	81.2	82.7	21.8	18.6	16.4	0.1	0.3	1.0
Florida	82.1	84.1	84.0	17.8	15.5	13.8	0.2	0.4	2.2
Georgia	71.4	73.8	72.2	28.5	25.9	26.8	0.1	0.2	0.9
Kentucky	92.8	92.3	92.3	7.1	7.5	7.1	0.1	0.2	0.6
Louisiana	67.9	69.7	69.2	31.9	29.9	29.4	0.2	0.4	1.3
Mississippi	57.7	62.8	64.1	42.0	36.8	35.2	0.2	0.4	0.8
North Carolina	74.6	76.6	75.8	24.5	22.4	22.4	0.9	1.0	1.8
South Carolina	65.1	69.3	68.8	34.8	30.5	30.4	0.1	0.3	0.8
Tennessee	83.5	83.7	83.5	16.5	16.1	15.8	0.1	0.2	0.7
Virginia	79.2	80.8	79.1	20.6	18.6	18.9	0.2	0.6	2.0
West Virginia	95.1	95.6	96.2	4.8	4.2	3.3	0.0	0.2	0.5

SOURCE:

U.S. Bureau of the Census, *Statistical Abstracts of the U.S.*, 1971, 1982-83.

TABLE 3
Percentage of the Population by Origin
1970 & 1980

Region	Hispanic		Non-Hispanic	
	1970	1980	1970	1980
U.S., Total	4.6	6.4	95.4	93.6
Southeast	1.6	2.5	98.4	97.5
North Atlantic	2.1	4.3	97.9	95.7
North Central	1.6	2.4	98.4	97.6
West	**13.3**	**15.4**	**86.7**	**84.6**
Alabama	0.4	0.8	99.6	99.2
Arkansas	0.5	0.8	99.5	99.2
Florida	6.6	8.8	93.4	91.2
Georgia	0.6	1.1	99.4	98.9
Kentucky	0.3	0.7	99.7	99.3
Louisiana	1.9	2.4	98.1	97.6
Mississippi	0.4	1.0	99.6	99.0
North Carolina	0.4	1.0	99.6	99.0
South Carolina	0.4	1.1	99.6	98.9
Tennessee	0.4	0.7	99.6	99.3
Virginia	1.0	1.5	99.0	98.5
West Virginia	0.4	0.7	99.6	99.3

SOURCE:

U.S. Bureau of the Census, *Statistical Abstracts of the U.S.*, 1971, 1982-83.

SOURCE:

U.S.D.H.E.W., Office for Civil Rights, *Directory of Public Elementary and Secondary Schools*, 1970, 1976-77, 1978-79.

NCES, *Digest of Educational Statistics*, 1980, 1982.

U.S. Department of Education, Office for Civil Rights, *1982 Elementary and Secondary Schools Civil Rights Survey*.

SRCEI, SEIS Data Surveys, Southeastern State Data, 1981, 1983-85.

TABLE 4
White Enrollment as a Percent of Public School Enrollment
1970-71 - 1984-85

Region	1970-71	1976-77	1978-79	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	79.1	76.0	75.3	73.3		73.1		
Southeast	70.8	70.2	70.0	69.3		69.3		
North Atlantic	82.5	79.7	79.0	77.9	77.9			
North Central	87.5	85.6	85.0	83.5	83.5			
West	74.7	69.0	68.3	64.3		63.8		
Alabama	65.7	65.8	65.8	66.4	65.8	66.4	65.0	64.8
Arkansas	74.9	76.8	76.6	76.5	73.3	76.5	75.3	75.2
Florida	72.1	70.1	69.5	67.8	67.6	67.8	66.8	66.5
Georgia	66.5	64.8	64.6	65.7	NA	65.7	NA	NA
Kentucky	90.7	89.9	91.3	90.9	90.8	90.9	91.0	91.0
Louisiana	59.0	58.1	57.8	56.6	56.0	56.6	55.8	55.5
Mississippi	49.0	51.0	51.5	48.4	NA	48.4	NA	NA
North Carolina	69.3	68.6	68.6	68.1	67.7	68.1	67.0	NA
South Carolina	58.8	58.2	58.1	56.5	57.0	57.9	57.9	57.9
Tennessee	78.8	78.1	78.5	75.5	NA	75.5	NA	NA
Virginia	75.3	74.2	72.7	72.5	72.5	72.5	NA	NA
West Virginia	95.1	95.5	95.0	95.7	NA	95.7	NA	NA

TABLE 5
Hispanic Enrollment
As a Percent of Total Public School Enrollment
1970-71 - 1984-85

Region	1970-71	1976-77	1978-79	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	5.1	6.4	6.8	8.0		8.0		
Southeast	0.8	1.2	1.2	1.5		1.5		
North Atlantic	3.3	4.5	4.7	5.1		5.1		
North Central	1.5	2.0	2.2	2.5		2.5		
West	14.3	16.9	17.5	20.7		20.5		
Alabama	0.0	0.1	0.1	0.1	NA	0.1	NA	NA
Arkansas	0.1	0.2	0.2	0.3	0.3	0.3	0.3	0.3
Florida	4.6	6.5	6.6	7.9	8.1	7.9	8.4	8.7
Georgia	0.1	0.2	0.2	0.3	NA	0.3	NA	NA
Kentucky	0.0	0.4	0.1	0.1	0.1	0.1	0.1	0.1
Louisiana	0.5	0.8	0.8	0.8	0.7	0.8	0.9	0.9
Mississippi	0.1	0.1	0.1	0.1	NA	0.1	8.4	NA
North Carolina	0.0	0.1	0.2	0.2	0.2	0.2	0.3	NA
South Carolina	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2
Tennessee	0.1	0.1	0.1	0.1	NA	0.1	NA	NA
Virginia	0.3	0.4	0.5	0.5	0.5	0.5	NA	NA
West Virginia	0.1	0.1	0.1	0.1	NA	0.1	NA	NA

SOURCE:

U.S.D.H.E.W., Office for Civil Rights, *Directory of Public Elementary and Secondary Schools*, 1970, 1976-77, 1978-79.

NCES, *Digest of Educational Statistics*, 1980, 1982.

U.S. Department of Education, Office for Civil Rights, *1982 Elementary and Secondary Schools Civil Rights Survey*.

SRCEI, SEIS Data Surveys, Southeastern State Data, 1981, 1983-85.

TABLE 6
Black Enrollment
As a Percent of Public School Enrollment
1970-71 - 1984-85

Region	1970-71	1976-77	1978-79	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	14.9	15.5	15.7	16.1		16.1		
Southeast	28.2	28.0	28.1	28.4		28.4		
North Atlantic	13.8	14.9	15.3	15.6		15.6		
North Central	10.4	11.2	11.4	12.4		12.4		
West	8.6	8.8	8.7	8.8		8.7		
Alabama	34.3	33.8	33.9	33.1	NA	33.1	NA	NA
Arkansas	24.8	22.5	22.6	22.5	23.4	22.5	23.7	23.7
Florida	23.1	22.9	23.1	23.4	23.4	23.4	23.7	23.6
Georgia	33.2	34.7	34.8	33.5	NA	33.5	NA	NA
Kentucky	9.2	9.0	8.4	8.7	8.8	8.7	9.0	9.0
Louisiana	40.4	40.3	40.5	41.5	42.3	41.5	41.9	42.1
Mississippi	50.8	48.7	48.1	51.0	NA	51.0	NA	NA
North Carolina	29.4	29.7	29.6	29.6	30.1	29.6	30.5	NA
South Carolina	41.1	41.3	41.3	42.8	42.3	41.4	41.3	41.3
Tennessee	21.0	21.6	21.1	24.0	NA	24.0	NA	NA
Virginia	24.1	24.3	25.3	25.5	25.5	25.5	NA	NA
West Virginia	4.7	4.2	4.6	3.9	NA	3.9	NA	NA

SOURCE:

U.S.D.H.E.W., Office for Civil Rights, *Directory of Public Elementary and Secondary Schools*, 1970, 1976-77, 1978-79.

NCES, *Digest of Educational Statistics*, 1980, 1982.

U.S. Department of Education, Office for Civil Rights, *1982 Elementary and Secondary Schools Civil Rights Survey*.

SRCEI, SEIS Data Surveys, Southeastern State Data, 1981, 1983-85.

TABLE 7
Other Minority Enrollment As a Percent of Public School Enrollment
1970-71 - 1984-85

Region	1970-71	1976-77	1978-79	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	0.9	2.1	2.2	2.6		2.6		
Southeast	0.3	0.6	0.7	0.9		0.9		
North Atlantic	0.4	0.9	1.1	1.4		1.4		
North Central	0.6	1.2	1.3	1.6		1.6		
West	2.4	5.3	5.5	6.2		6.1		
Alabama	0.0	0.3	0.3	0.4	NA	0.4	NA	NA
Arkansas	0.2	0.5	0.5	0.7	0.6	0.7	0.7	0.8
Florida	0.2	0.6	0.7	0.9	1.0	0.9	1.1	1.2
Georgia	0.1	0.3	0.4	0.5	NA	0.5	NA	NA
Kentucky	0.1	0.7	0.2	0.3	0.3	0.3	0.4	0.4
Louisiana	0.1	0.9	0.9	1.2	1.0	1.2	1.5	1.5
Mississippi	0.1	0.2	0.3	0.5	NA	0.5	NA	NA
North Carolina	1.2	1.6	1.7	2.0	2.0	2.0	2.2	NA
South Carolina	0.1	0.3	0.4	0.5	0.6	0.6	0.6	0.6
Tennessee	0.1	0.2	0.3	0.4	NA	0.4	NA	NA
Virginia	0.4	1.0	1.5	1.5	1.5	1.5	NA	NA
West Virginia	0.1	0.2	0.3	0.3	NA	0.3	NA	NA

SOURCE:

U.S.D.H.E.W., Office for Civil Rights, *Directory of Public Elementary and Secondary Schools*, 1970, 1976-77, 1978-79.

NCES, *Digest of Educational Statistics*, 1980, 1982.

U.S. Department of Education, Office for Civil Rights, *1982 Elementary and Secondary Civil Rights Survey*.

SRCEI, SEIS Data Surveys, Southeastern State Data, 1981, 1983-85.

SOURCE:

Computed from Table 1 and the following sources: Bureau of Census, *Statistical Abstracts of the U.S.*, 1966, 1971, 1976; U.S. Bureau of the Census, *Current Population Reports (Estimates of the Population of States by Age: July 1, 1981 to 1984)*.

NOTE:

1984 data are provisional estimates.

TABLE 8
Children Under Age 5 As a Percent of Total Population
1965 - 1984

Region	1965	1970	1975	1980	1981	1982	1983	1984
U.S., Total	10.6	8.4	7.4	7.2	7.4	7.5	7.6	7.5
Southeast	11.0	8.6	7.7	7.2	7.3	7.3	7.4	7.3
North Atlantic	10.0	8.3	6.8	6.5	6.6	6.0	6.8	6.7
North Central	10.5	8.5	7.4	7.5	7.6	8.6	7.8	7.6
West	10.9	8.5	7.7	7.8	8.1	8.3	8.5	8.5
Alabama	11.1	8.8	8.0	7.6	7.7	7.6	7.6	7.4
Arkansas	11.3	8.3	7.9	7.7	7.7	7.7	7.7	7.5
Florida	9.8	7.4	6.7	5.8	6.1	6.3	6.5	6.6
Georgia	11.6	9.2	8.4	7.6	7.7	7.8	7.8	7.6
Kentucky	10.8	8.4	7.8	7.7	7.8	7.7	7.7	7.4
Louisiana	12.3	9.6	8.4	8.6	8.8	9.0	9.2	9.1
Mississippi	12.3	9.5	9.1	8.5	8.7	8.7	8.7	8.5
North Carolina	11.0	8.6	7.8	6.9	6.9	6.9	6.9	6.7
South Carolina	11.9	9.1	8.4	7.7	7.8	7.8	7.8	7.6
Tennessee	10.4	8.3	7.6	7.1	7.1	7.1	7.1	7.0
Virginia	10.9	8.4	7.2	6.7	6.8	6.9	7.0	6.9
West Virginia	9.9	8.0	7.6	7.5	7.4	7.3	7.3	7.0

TABLE 9
School-Age Children (5-17 Years Old) As a Percent of Total Population
1965 - 1984

Region	1965	1970	1975	1980	1981	1982	1983	1984
U.S., Total	25.8	25.8	23.4	20.9	20.2	19.6	19.1	19.0
Southeast	27.0	26.2	23.3	21.3	20.5	20.0	19.5	19.3
North Atlantic	24.6	24.9	23.2	20.5	19.7	19.0	18.5	18.2
North Central	25.8	26.5	24.2	21.3	20.5	19.9	19.5	19.4
West	26.2	26.0	23.1	20.8	20.1	19.6	19.3	19.2
Alabama	27.9	27.1	23.9	22.2	21.5	21.0	20.5	20.4
Arkansas	26.5	25.8	23.0	21.7	21.1	20.6	20.2	20.2
Florida	23.8	23.7	20.6	18.4	17.6	17.1	16.5	16.3
Georgia	27.5	26.7	23.9	22.5	21.7	21.1	20.5	20.4
Kentucky	26.8	26.2	23.3	21.9	21.2	20.7	20.3	20.2
Louisiana	29.1	28.5	25.5	23.0	22.3	21.8	21.4	21.3
Mississippi	29.7	28.6	25.3	23.8	23.1	22.6	22.1	22.2
North Carolina	27.3	26.0	23.2	21.3	20.5	19.9	19.4	19.2
South Carolina	29.3	27.7	24.2	22.5	21.7	21.1	20.6	20.5
Tennessee	26.3	25.5	22.8	21.2	20.5	20.0	19.5	19.4
Virginia	26.2	25.8	23.2	20.7	19.9	19.3	18.6	18.4
West Virginia	26.8	25.3	22.2	21.2	20.8	20.5	20.2	20.2

SOURCE:
Computed from Tables 1 and 15.

TABLE 10
Adults Aged 18-64 As a Percent of Total Population
1965 - 1984

Region	1965	1970	1975	1980	1981	1982	1983	1984
U.S., Total	54.4	55.8	57.7	60.6	61.0	61.3	61.5	61.6
Southeast	54.1	55.4	56.4	59.7	60.2	60.6	60.9	61.0
North Atlantic	55.7	56.5	59.0	61.1	61.6	62.2	62.3	62.4
North Central	52.2	54.6	57.3	59.8	60.2	60.4	60.6	60.7
West	54.4	56.4	57.8	61.4	61.7	61.7	62.1	61.9
Alabama	53.9	54.7	56.0	58.8	59.3	59.7	60.0	60.3
Arkansas	53.6	53.6	54.6	57.0	57.3	57.7	57.9	57.9
Florida	51.6	54.4	54.7	58.5	59.0	59.4	59.5	59.5
Georgia	54.9	56.2	56.6	60.4	61.0	61.4	61.9	62.2
Kentucky	53.7	54.9	56.2	59.2	59.7	60.1	60.4	60.5
Louisiana	52.9	53.4	54.8	58.7	59.3	59.7	59.8	59.9
Mississippi	51.8	51.9	52.8	56.2	56.7	57.0	57.4	57.5
North Carolina	55.9	57.2	58.6	61.5	62.1	62.4	62.7	62.9
South Carolina	54.4	55.7	56.7	60.6	61.2	61.5	61.8	61.9
Tennessee	55.8	56.3	57.6	60.4	60.9	61.2	61.5	61.6
Virginia	55.9	57.9	59.4	62.5	63.6	64.0	64.4	64.5
West Virginia	54.8	55.6	56.7	59.1	59.3	59.6	59.7	59.7

SOURCE:
Computed from Table 1 and the following sources: Bureau of Census, *Statistical Abstracts of the U.S.*, 1966, 1971, 1976; U.S. Bureau of the Census, *Current Population Reports (Estimates of the Population of States by Age: July 1, 1981 to 1984)*.

NOTE:
1984 data are provisional estimates.

TABLE 11
Adults Aged 65 and Over As a Percent of Total Population
1965 - 1984

Region	1965	1970	1975	1980	1981	1982	1983	1984
U.S., Total	9.4	9.9	10.4	11.3	11.4	11.6	11.7	11.9
Southeast	8.8	9.9	10.6	11.8	11.9	12.1	12.3	12.4
North Atlantic	9.9	10.2	10.8	11.9	12.1	12.3	12.5	12.7
North Central	10.1	10.3	10.7	11.5	11.7	11.9	12.1	12.3
West	8.5	9.0	9.4	10.0	10.1	10.1	10.1	10.3
Alabama	8.2	9.5	10.3	11.3	11.5	11.7	11.8	11.9
Arkansas	11.0	12.3	12.6	13.6	13.9	14.0	14.1	14.3
Florida	12.1	14.5	15.8	17.3	17.2	17.3	17.5	17.6
Georgia	7.4	8.0	8.5	9.5	9.6	9.7	9.8	9.9
Kentucky	9.9	10.5	10.6	11.2	11.4	11.5	11.6	11.8
Louisiana	7.6	8.4	8.9	9.6	9.6	9.6	9.6	9.7
Mississippi	8.9	10.0	10.5	11.5	11.6	11.6	11.7	11.8
North Carolina	7.3	8.1	8.9	10.3	10.5	10.8	11.0	11.2
South Carolina	6.8	7.4	7.9	9.2	9.4	9.6	9.8	10.0
Tennessee	8.8	9.8	10.3	11.3	11.5	11.7	11.8	12.0
Virginia	7.3	7.9	8.4	9.4	9.6	9.8	10.0	10.1
West Virginia	10.2	11.1	11.5	12.2	12.4	12.6	12.8	13.1

SOURCE:

Computed from Table 1 and the following sources: Bureau of Census, *Statistical Abstracts of the U.S.*, 1966, 1971, 1976; U.S. Bureau of the Census, *Current Population Reports (Estimates of the Population of States by Age: July 1, 1981 to 1984)*.

NOTE:

1984 data are provisional estimates.

SOURCE:

U.S. Bureau of the Census, *Statistical Abstracts of the United States*, 1966, 1982-83, 1985.

NCES, *Digest of Educational Statistics*, 1982.

NEA, *Estimates of School Statistics*, 1984, 1985.

SRCEI, SEIS Data Surveys, Southeastern State Data, 1981-1985.

NOTE:

1984-85 data are estimates.

TABLE 12
Total Enrollment in Public Schools
1965-66 - 1984-85
(In Thousands)

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	42,144	45,909	44,791	40,984	40,189	39,643	39,421	39,373
Southeast	9,716	10,143	10,018	9,706	9,588	9,532	9,471	9,494
North Atlantic	12,137	13,347	13,098	11,120	10,726	10,416	10,203	10,052
North Central	9,585	10,511	9,984	8,806	8,567	8,367	8,195	8,214
West	10,703	11,621	11,600	11,351	11,308	11,385	11,493	11,628
Alabama	831	805	759	759	757	724	722	728
Arkansas	451	463	457	448	445	433	432	433
Florida	1,221	1,428	1,551	1,510	1,501	1,485	1,496	1,524
Georgia	1,055	1,099	1,090	1,069	1,058	1,091	1,051	1,062
Kentucky	665	717	692	670	661	650	647	644
Louisiana	802	842	847	778	758	794	797	802
Mississippi	585	534	512	477	468	468	468	46
North Carolina	1,182	1,192	1,185	1,129	1,111	1,097	1,090	1,084
South Carolina	638	638	630	619	619	609	605	602
Tennessee	872	900	877	854	845	830	826	821
Virginia	986	1,079	1,104	1,010	987	976	966	965
West Virginia	429	400	404	384	378	375	371	363

TABLE 13
State and Regional Enrollment as a Percent of Total U.S. Enrollment in the Public Schools
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Southeast	23.1	22.1	22.4	23.7	23.9	24.0	24.0	24.1
North Atlantic	28.8	29.1	29.2	27.1	26.7	26.3	25.9	25.5
North Central	22.7	22.9	22.3	21.5	21.3	21.1	20.8	20.9
West	25.4	25.3	25.9	27.7	28.1	28.7	29.2	29.5
Alabama	2.0	1.8	1.7	1.9	1.9	1.8	1.8	1.8
Arkansas	1.1	1.0	1.0	1.1	1.1	1.1	1.1	1.1
Florida	2.9	3.1	3.5	3.7	3.7	3.7	3.8	3.9
Georgia	2.5	2.4	2.4	2.6	2.6	2.8	2.7	2.7
Kentucky	1.6	1.6	1.5	1.6	1.6	1.6	1.6	1.6
Louisiana	1.9	1.8	1.9	1.9	1.9	2.0	2.0	2.0
Mississippi	1.4	1.2	1.1	1.2	1.2	1.2	1.2	1.2
North Carolina	2.8	2.6	2.6	2.8	2.8	2.8	2.8	2.8
South Carolina	1.5	1.4	1.4	1.5	1.5	1.5	1.5	1.5
Tennessee	2.1	2.0	2.0	2.1	2.1	2.1	2.1	2.1
Virginia	2.3	2.4	2.5	2.5	2.5	2.5	2.5	2.5
West Virginia	1.0	0.9	0.9	0.9	0.9	0.9	0.9	0.9

SOURCE:
Computed from Table 12.

SOURCE:
Computed from Tables 12 and 1

TABLE 14
Enrollment in Public Schools as a Percent of Total Population
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	21.8	22.6	20.8	18.1	17.5	17.1	16.8	16.7
Southeast	23.2	23.1	20.5	18.4	17.9	17.5	17.2	17.0
North Atlantic	19.4	20.6	19.9	17.0	16.4	15.9	15.5	15.2
North Central	21.5	22.9	21.2	18.3	17.8	17.4	17.0	17.0
West	23.8	23.9	21.5	18.8	18.2	17.9	17.7	17.6
Alabama	24.1	23.4	20.6	19.5	19.3	18.4	18.2	18.2
Arkansas	23.8	24.1	21.2	19.6	19.3	18.8	18.6	18.4
Florida	20.5	21.0	18.2	15.5	14.7	14.2	14.0	13.9
Georgia	24.4	24.0	21.5	19.6	19.0	19.3	18.3	18.2
Kentucky	21.2	22.3	19.9	18.3	18.0	17.6	17.4	17.3
Louisiana	22.9	23.1	21.8	18.5	17.6	18.1	18.0	18.0
Mississippi	26.0	24.1	21.3	18.9	18.4	18.2	18.1	17.9
North Carolina	24.3	23.4	21.4	19.2	18.6	18.2	17.9	17.6
South Carolina	25.6	24.6	21.7	19.8	19.4	18.9	18.5	18.2
Tennessee	23.0	22.9	20.6	18.6	18.3	17.8	17.6	17.4
Virginia	22.4	23.2	21.8	18.7	18.2	17.8	17.4	17.1
West Virginia	24.0	22.9	21.9	19.7	19.3	19.1	18.9	18.6

TABLE 15
School-Age (5-17) Population
July 1, 1965-66 - 1984-85
(In Thousands)

Region	1965-66	1970-71*	1975-76	1980-81*	1981-82	1982-83	1983-84	1984-85
U.S., Total	49,995	52,486	50,395	47,407	46,259	45,434	44,749	44,873
Southeast	11,292	11,461	11,345	11,218	11,017	10,851	10,697	10,759
North Atlantic	15,409	16,193	15,221	13,406	12,902	12,482	12,143	12,0163
North Central	11,475	12,185	11,372	10,231	9,871	9,595	9,391	9,3903
West	11,818	12,646	12,457	12,552	12,470	12,506	12,517	12,708
Alabama	961	933	880	866	845	828	811	814
Arkansas	502	497	497	496	485	476	471	475
Florida	1,419	1,609	1,763	1,789	1,797	1,787	1,764	1.7913
Georgia	1,191	1,223	1,209	1,231	1,211	1,191	1,177	1,189
Kentucky	840	843	810	800	778	764	753	753
Louisiana	1,017	1,038	990	969	959	955	948	951
Mississippi	668	634	608	599	588	581	573	576
North Carolina	1,329	1,322	1,282	1,254	1,223	1,200	1,180	1,184
South Carolina	730	719	701	703	690	681	673	675
Tennessee	998	1,002	970	972	948	930	915	916
Virginia	1,156	1,198	1,173	1,114	1,083	1,056	1,035	1,037
West Virginia	479	442	409	414	408	402	397	395

*April 1 Census data

SOURCE:

U.S. Bureau of the Census, *Statistical Abstracts of the United States*, 1966, 1971, 1976.

U.S. Bureau of the Census, *Current Population Reports (Estimates of the Population of the States by Age: July 1, 1981 to 1984)*.

NOTE:

- Population data for 1981-1983 are estimates.
- 1984 data are provisional.

SOURCE:

Computed from Tables 12 and 15.

TABLE 16
Total Public School Enrollment
as a Percent of School-Age Population
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	84.3	87.5	88.9	86.5	86.9	87.3	88.1	87.7
Southeast	86.0	88.5	88.3	86.5	87.0	87.8	88.5	88.2
North Atlantic	78.8	82.4	86.1	82.9	83.1	83.4	84.0	83.7
North Central	83.5	86.3	87.8	86.1	86.8	87.2	87.3	87.5
West	90.6	91.9	93.1	90.4	90.7	91.0	91.8	91.5
Alabama	86.5	86.3	86.3	87.6	89.6	87.4	89.0	89.4
Arkansas	89.8	93.2	92.0	90.3	91.8	91.0	91.7	91.2
Florida	86.0	88.8	88.0	84.4	83.5	83.1	84.8	85.1
Georgia	88.6	89.9	90.2	86.8	87.4	91.6	89.3	89.3
Kentucky	79.2	85.1	85.4	83.8	85.0	85.1	85.9	85.5
Louisiana	78.9	81.1	85.6	80.3	79.0	83.1	84.1	84.3
Mississippi	87.6	84.2	84.2	79.6	79.6	80.6	81.7	80.9
North Carolina	88.9	90.2	92.4	90.0	90.8	91.4	92.4	91.6
South Carolina	87.4	88.7	89.9	88.1	89.7	89.4	89.9	89.2
Tennessee	87.4	89.8	90.4	87.9	89.1	89.2	90.3	89.6
Virginia	85.3	90.1	94.1	90.7	91.1	92.4	93.3	93.1
West Virginia	89.6	90.5	98.8	92.8	92.6	93.3	93.5	91.9

TABLE 17
Public School Kindergarten Enrollment
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	2,257,912	2,557,394	2,946,189	2,593,110				
Southeast	34,809	146,577	470,719	566,288	577,272	617,952	618,738	664,913
North Atlantic	882,938	977,472	941,292	670,241				
North Central	765,964	810,255	666,368	545,831				
West	574,201	623,090	792,512	754,648				
Alabama	56	1,698	1,987	35,577	34,790	36,736	40,362	50,353
Arkansas	0	0	23,172	29,147	28,915	30,235	30,387	32,393
Florida	7,258	47,211	99,868	89,162	89,175	97,026	98,396	112,806
Georgia	10,816	13,612	34,560	63,514	68,253	73,775	70,870	76,092
Kentucky	708	4,246	12,152	40,998	40,916	44,810	44,183	46,030
Louisiana	6,824	25,542	52,194	50,147	57,751	62,018	62,318	66,800
Mississippi	157	349	1,509	4,759	5,143	5,713	6,341	6,751
North Carolina	0	7,499	58,489	73,890	72,336	76,767	75,630	77,776
South Carolina	0	6,163	29,355	34,479	34,968	37,730	36,924	39,196
Tennessee	1,998	13,140	54,977	55,382	53,979	58,289	58,526	60,377
Virginia	6,926	25,732	74,835	62,569	64,460	67,033	67,427	71,361
West Virginia	66	1,385	27,621	26,664	26,586	27,820	27,374	24,978

SOURCE:

U.S.D.H.E.W., *Fall Statistics of Public Schools*, 1965.

NCES, *Statistics of Public Schools*, Fall 1970.

NCES, *Statistics of Public Elementary and Secondary Schools*, Fall 1980.

SRCEI, SEIS Data Surveys, Southeastern State Data, 1981-85.

NOTE:

- Kindergarten figures for 1965 and 1970 include nursery schools and kindergartens operated as part of the regular public school system.
- U.S. Total includes estimates for non-reporting states.

SOURCE:

Computed from Tables 12 and 17.

TABLE 18
Kindergarten Enrollment
as a Percent of Total Public School Enrollment
1965-66 - 1984-85

Region	1965-65	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	5.4	5.6	6.6	6.3				
Southeast	0.4	1.4	4.7	5.8	6.0	6.5	6.5	7.0
North Atlantic	7.3	7.3	7.2	6.0				
North Central	8.0	7.7	6.7	6.2				
West	5.4	5.4	6.8	6.6				
Alabama	0	0.2	0.3	4.7	4.6	5.1	5.6	6.9
Arkansas	0.0	0.0	5.1	6.5	6.5	7.0	7.0	7.5
Florida	0.6	3.3	6.4	5.9	5.9	6.5	6.6	7.4
Georgia	1.0	1.2	3.2	5.9	6.5	6.8	6.7	7.2
Kentucky	0.1	0.6	1.8	6.1	6.2	6.9	6.8	7.1
Louisiana	0.9	3.0	6.2	6.4	7.6	7.8	7.8	8.3
Mississippi	.0	0.1	0.3	1.0	1.1	1.2	1.4	1.4
North Carolina	0.0	0.6	4.9	6.5	6.5	7.0	6.9	7.2
South Carolina	0.0	1.0	4.7	5.6	5.6	6.2	6.1	6.5
Tennessee	0.2	1.5	6.3	6.5	6.4	7.0	7.1	7.4
Virginia	0.7	2.4	6.8	6.2	6.5	6.9	7.0	7.4
West Virginia	.0	0.3	6.8	6.9	7.0	7.4	7.4	6.9

TABLE 19
Public School Enrollment in Grades 1-4
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	14,669,889	14,803,567	12,452,999	11,717,199				
Southeast	3,672,723	3,521,736	3,024,345	3,005,422	2,966,686	2,865,900	2,863,599	2,890,631
North Atlantic	4,085,607	4,159,908	3,549,886	2,973,829				
North Central	3,175,239	3,307,278	2,351,238	2,292,021				
West	3,736,320	3,814,645	3,278,845	3,443,922				
Alabama	314,677	285,698	231,238	248,094	243,276	229,306	228,850	228,567
Arkansas	165,855	164,859	134,936	139,766	136,874	131,958	132,917	132,398
Florida	462,005	477,484	444,558	468,162	450,819	439,050	439,727	445,119
Georgia	404,000	393,294	342,107	328,430	346,984	335,827	324,475	333,049
Kentucky	249,099	254,078	216,489	204,196	197,270	191,974	194,720	198,554
Louisiana	310,009	294,749	246,745	244,245	248,040	244,292	249,935	257,000
Mississippi	229,956	194,229	162,608	154,847	153,117	156,572	160,114	163,461
North Carolina	430,527	409,789	355,104	344,882	345,202	319,197	316,849	315,725
South Carolina	242,523	221,884	181,294	193,163	186,836	183,461	184,542	185,894
Tennessee	332,862	318,073	265,942	267,431	263,816	250,002	248,586	247,321
Virginia	376,561	371,882	323,797	292,421	278,540	271,423	271,598	274,441
West Virginia	154,649	135,717	119,527	119,785	115,912	112,838	111,286	109,102

SOURCE:

U.S.D.H.E.W., *Fall Statistics of Public Schools*, 1965.
NCES, *Statistics of Public Schools*, Fall 1970.
NCES, *Statistics of Public Elementary and Secondary Schools*, Fall 1980.
SRCEI, *SEIS Data Surveys*, Southeastern State Data, 1981-85.

NOTE:

- Excludes elementary ungraded students.

SOURCE:

Computed from Tables 12 and 19.

TABLE 20
Enrollment in Grades 1-4
as a Percent of Total Public School Enrollment
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	34.8	32.2	27.8	28.6				
Southeast	37.8	34.7	30.2	31.0	30.9	30.1	30.2	30.5
North Atlantic	33.7	31.2	27.1	26.7				
North Central	33.1	31.5	23.6	26.0				
West	34.9	32.8	28.3	30.3				
Alabama	37.9	35.5	30.5	32.7	32.1	31.7	31.7	31.4
Arkansas	36.8	35.6	29.5	31.2	30.8	30.5	30.8	30.6
Florida	37.8	33.4	28.7	31.0	30.0	29.6	29.4	29.2
Georgia	38.3	35.8	31.4	30.7	32.8	30.8	30.9	31.4
Kentucky	37.5	35.4	31.3	30.5	29.8	29.5	30.1	30.8
Louisiana	38.7	35.0	29.1	31.4	32.7	30.8	31.4	32.9
Mississippi	39.3	36.4	31.8	32.5	32.7	33.5	34.2	35.1
North Carolina	36.4	34.4	30.0	30.5	31.1	29.1	29.1	29.1
South Carolina	38.0	34.8	28.8	31.2	30.2	30.1	30.5	30.9
Tennessee	38.2	35.3	30.3	31.3	31.2	30.1	30.1	30.1
Virginia	38.2	34.5	29.3	29.0	28.2	27.8	28.1	28.4
West Virginia	36.0	33.9	29.6	31.2	30.7	30.1	30.0	30.1

TABLE 21
Public School Enrollment in Grades 5-8
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	13,179,343	14,496,847	14,028,624	12,346,152				
Southeast	3,342,383	3,446,360	3,389,243	3,086,897	3,187,356	3,134,466	3,088,564	3,014,326
North Atlantic	3,608,713	4,115,433	4,010,126	3,379,210				
North Central	2,857,403	3,207,524	2,939,204	2,443,096				
West	3,370,835	3,727,530	3,690,161	3,461,097				
Alabama	290,492	282,151	261,854	244,082	249,703	243,910	241,710	237,886
Arkansas	158,158	161,420	155,472	138,969	139,850	139,958	139,187	137,452
Florida	420,238	482,446	516,856	482,138	492,349	500,364	502,807	500,679
Georgia	357,833	376,004	373,838	339,526	359,630	357,269	342,913	336,696
Kentucky	227,605	243,238	237,060	207,978	220,595	210,731	206,886	197,560
Louisiana	274,590	283,420	271,963	249,206	249,584	243,298	239,046	233,000
Mississippi	204,665	189,131	179,189	163,911	169,814	165,985	162,335	156,547
North Carolina	407,055	403,090	397,584	355,995	362,600	360,747	356,524	346,787
South Carolina	223,749	216,488	211,153	198,742	201,784	203,172	201,550	198,531
Tennessee	292,844	303,963	295,131	265,548	275,761	270,265	267,788	259,761
Virginia	341,171	366,448	360,673	324,470	347,736	319,510	309,892	295,241
West Virginia	143,983	138,561	128,470	116,332	117,950	119,257	117,926	114,186

SOURCE:

U.S.D.H.E.W., *Fall Statistics of Public Schools*, 1965.

NCES, *Statistics of Public Schools*, Fall 1970.

NCES, *Statistics of Public Elementary and Secondary Schools*, Fall 1980.

SRCEI, SEIS Data Surveys, Southeastern State Data, 1981-85.

NOTE:

- Excludes elementary and secondary ungraded students
- West Virginia data for 1980-82 include both elementary and secondary special education students

TABLE 22
Enrollment in Grades 5-8
as a Percent of Total Public School Enrollment
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	31.3	31.6	31.3	30.1				
Southeast	34.4	34.0	33.8	31.8	33.2	32.9	32.6	31.7
North Atlantic	29.7	30.8	30.6	30.4				
North Central	29.8	30.5	29.4	27.7				
West	31.5	32.1	31.8	30.5				
Alabama	35.0	35.0	34.5	32.2	33.0	33.7	33.5	32.7
Arkansas	35.1	34.9	34.0	31.0	31.4	32.3	32.2	31.7
Florida	34.4	33.8	33.3	31.9	32.8	33.7	33.6	32.9
Georgia	33.9	34.2	34.3	31.8	34.0	32.7	32.6	31.7
Kentucky	34.2	33.9	34.3	31.0	33.4	32.4	32.0	30.7
Louisiana	34.2	33.7	32.1	32.0	32.9	30.6	30.0	29.1
Mississippi	35.0	35.4	35.0	34.4	36.3	35.5	34.7	33.6
North Carolina	34.4	33.8	33.6	31.5	32.6	32.9	32.7	32.0
South Carolina	35.1	33.9	33.5	32.1	32.6	33.4	33.3	33.0
Tennessee	33.6	33.8	33.7	31.1	32.6	32.6	32.4	31.6
Virginia	34.6	34.0	32.7	32.1	35.2	32.7	32.1	30.6
West Virginia	33.6	34.6	31.8	30.3	31.2	31.8	31.8	31.5

SOURCE:

Computed from Tables 12 and 21.

TABLE 23
Public School Enrollment in Grades 9-12
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	11,617,829	13,329,785	14,293,744	13,312,517				
Southeast	2,607,650	2,865,385	3,101,235	2,953,662	2,896,634	2,790,308	2,782,402	2,805,144
North Atlantic	3,403,282	3,928,922	4,262,696	3,827,433				
North Central	2,689,436	3,044,690	3,288,402	2,975,553				
West	2,917,172	3,490,148	3,637,282	3,549,987				
Alabama	224,702	235,658	238,941	230,968	226,378	214,085	211,310	211,045
Arkansas	127,218	133,570	139,245	137,791	132,086	127,003	126,178	126,977
Florida	328,104	412,085	490,091	468,366	453,250	445,830	451,486	462,371
Georgia	275,430	299,379	339,787	327,062	337,739	323,763	312,601	316,478
Kentucky	183,192	204,057	216,514	205,994	199,569	190,333	188,695	189,905
Louisiana	206,519	226,803	254,723	233,962	225,925	212,012	212,083	211,000
Mississippi	147,582	145,748	156,173	147,299	143,589	140,025	138,823	139,132
North Carolina	330,573	356,448	367,459	343,495	340,065	318,060	328,553	331,635
South Carolina	167,216	178,655	186,298	192,839	189,483	184,156	181,537	178,363
Tennessee	234,285	251,560	250,696	251,525	244,741	238,222	236,322	237,325
Virginia	254,578	303,257	344,364	307,049	298,812	293,012	291,985	297,906
West Virginia	128,251	118,165	116,944	107,312	104,997	103,807	102,829	103,007

SOURCE:

U.S.D.H.E.W., *Fall Statistics of Public Schools*, 1965.
NCES, *Statistics of Public Schools*, Fall 1970.
NCES, *Statistics of Public Elementary and Secondary Schools*, Fall 1980.
SRCEI, *SEIS Data Surveys*, Southeastern State Data, 1981-85.

NOTE:

Includes secondary ungraded, special education, and postgraduate students

SOURCE:

Computed from Tables 12 and 23.

TABLE 24
Enrollment in Grades 9-12
as a Percent of Total Public School Enrollment
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	27.6	29.0	31.9	32.5				
Southeast	26.8	28.2	31.0	30.4	30.2	29.3	29.4	29.5
North Atlantic	28.0	29.4	32.5	34.4				
North Central	28.1	29.0	32.9	33.8				
West	27.3	30.0	31.4	31.3				
Alabama	27.0	29.3	31.5	30.4	29.9	29.6	29.3	29.0
Arkansas	28.2	28.8	30.5	30.8	29.7	29.3	29.2	29.3
Florida	26.9	28.9	31.6	31.0	30.2	30.0	30.2	30.3
Georgia	26.1	27.2	31.2	30.6	31.9	29.7	29.7	29.8
Kentucky	27.5	28.5	31.3	30.7	30.2	29.3	29.2	29.5
Louisiana	25.8	26.9	30.1	30.1	29.8	26.7	26.6	26.3
Mississippi	25.2	27.3	30.5	30.9	30.7	29.9	29.7	29.9
North Carolina	28.0	29.9	31.0	30.4	30.6	29.0	30.1	30.6
South Carolina	26.2	28.0	29.6	31.2	30.6	30.2	30.0	29.6
Tennessee	26.9	28.0	28.6	29.5	29.0	28.7	28.6	28.9
Virginia	25.8	28.1	31.2	30.4	30.3	30.0	30.2	30.9
West Virginia	29.9	29.5	28.9	27.9	27.8	27.7	27.7	28.4

TABLE 25
Enrollment in Programs For Gifted and Talented Students
1976-77 - 1984-85

Region	1976-77	1978-79	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	405,060	814,8629					
Southeast	113,727	173,520	210,029	245,386	285,851	321,097	329,767
North Atlantic	50,721	244,732					
North Central	54,829	133,245					
West	185,781	263,365					
Alabama	2,804	5,461	NA	NA	11,704	13,202	14,612
Arkansas	63	3,471	NA	NA	3,000	5,062	5,215
Florida	18,645	20,685	28,141	30,375	34,343	38,586	40,736
Georgia	27,748	28,540	39,211	46,766	47,694	40,616	37,444
Kentucky	1,804	9,610	11,288	15,312	15,082	25,014	23,000
Louisiana	3,501	7,282	NA	8,154	11,417	12,941	13,920
Mississippi	1,682	3,835	8,500	10,804	12,400	12,450	13,000
North Carolina	37,534	48,170	54,951	55,492	57,916	60,106	64,857
South Carolina	2,269	6,749	11,528	17,979	19,706	21,511	19,256
Tennessee	6,375	5,847	NA	NA	7,325	9,417	10,107
Virginia	9,416	29,453	52,000	54,899	58,507	74,194	78,869
West Virginia	1,886	4,417	4,410	5,605	6,757	7,998	8,751

SOURCE:

U.S.D.H.E.W., Office for Civil Rights, *Fall 1976 Elementary and Secondary Schools Civil Rights Survey.*

U.S.D.H.E.W. Office for Civil Rights, *Directory of Public Elementary and Secondary School Districts, and Schools in Selected School Districts: School Year 1978-1979.*

SRCEI, SEIS Data Surveys, Southeastern State Data, 1981-1985.

TABLE 26
Enrollment in Programs For Gifted and Talented Students As a Percent of Total Enrollment
1976-77 - 1984-85

Region	1976-77	1978-79	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	0.9	1.9					
Southeast	1.1	1.7	2.2	2.6	3.0	3.4	3.5
North Atlantic	0.4	2.0					
North Central	0.6	1.4					
West	1.6	2.3					
Alabama	0.4	0.7	NA	NA	1.6	1.8	2.0
Arkansas	.0	0.8	NA	NA	0.7	1.2	1.2
Florida	1.2	1.3	1.9	2.0	2.3	2.6	2.7
Georgia	2.5	2.6	3.7	4.4	4.4	3.9	3.5
Kentucky	0.3	1.4	1.7	2.3	2.3	3.9	3.6
Louisiana	0.4	0.9	NA	NA	1.4	1.6	1.7
Mississippi	0.3	0.8	1.8	2.3	2.6	2.7	2.8
North Carolina	3.2	4.1	4.9	5.0	5.3	5.5	6.0
South Carolina	0.4	1.1	1.9	2.9	3.2	3.6	3.2
Tennessee	0.8	0.7	NA	NA	0.9	1.1	1.2
Virginia	0.9	2.7	5.1	5.6	6.0	7.7	8.2
West Virginia	0.5	1.1	1.1	1.5	1.8	2.2	2.4

SOURCE:

Computed from Tables 12 and 25 and from sources cited for Tables 25 and 28.

TABLE 27
Enrollment in Public School Special Education Programs
1972-73 - 1984-85

Region	1972-73	1976-77	1978-79	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	2,816,727	3,691,833	3,891,690	4,141,794				
Southeast	510,055	835,599	924,609	1,000,455	858,932	1,076,242	1,082,297	1,074,968
North Atlantic	846,121	1,118,232	1,111,677	1,190,402				
North Central	728,071	827,956	877,696	905,591				
West	732,480	910,046	977,708	1,045,346				
Alabama	21,324	53,987	69,749	76,296	74,876	80,469	83,339	88,015
Arkansas	12,388	28,487	40,345	49,096	47,180	46,175	47,056	48,046
Florida	104,601	117,257	128,463	144,532	129,565	140,093	145,379	149,161
Georgia	65,061	85,209	97,786	111,981	137,171	155,057	143,277	138,296
Kentucky	24,336	57,057	62,975	70,628	72,057	73,168	72,489	72,940
Louisiana	45,056	86,989	93,369	82,723	80,484	33,049	33,863	33,440
Mississippi	16,427	29,219	39,240	46,495	47,936	49,157	50,450	50,879
North Carolina	73,542	98,035	108,197	119,018	115,448	174,233	177,882	180,892
South Carolina	38,275	72,357	70,336	69,973	58,629	70,386	71,141	72,231
Tennessee	49,172	99,251	93,054	95,168	NA	117,712	117,528	98,883
Virginia	44,768	77,616	87,173	97,972	95,586	97,556	99,328	100,254
West Virginia	15,104	39,135	31,293	36,573	NA	39,187	40,565	41,931

SOURCE:

NIE, *State Aid for Special Education: Who Benefits?* 1972.

U.S. Department of Education, Office of Special Education and Rehabilitation Services, *To Assure the Free Appropriate Public Education of All Handicapped Children.* 1982.

SRCEI, SEIS Data Surveys, Southeastern State Data, 1981-85.

NOTE:

- 1972 data are for children aged 6-21, excluding the District of Columbia
- 1976-80 data are for children aged 3-21, representing those served under PL 89-313 and PL 94-142
- 1981-84 totals do not include all states and may not accurately reflect trends.

SOURCES:

Computed from Tables 12 and 27 and from enrollment data from NCES, *Statistics of Public Elementary and Secondary Day Schools,* Fall 1972, 1976, 1978.

TABLE 28
Enrollment in Public School Special Education Programs As a Percent of Total Enrollment
1972-73 - 1984-85

Region	1972-73	1976-77	1978-79	1980-81	*1981-82*	1982-83	1983-84	1984-85
U.S., Total	**6.2**	**8.3**	**8.9**	**10.1**				
Southeast	5.1	8.3	9.2	10.3	9.0	11.3	11.4	11.3
North Atlantic	6.2	8.7	9.0	10.7				
North Central	7.0	8.4	9.2	10.3				
West	6.3	7.8	8.5	9.2				
Alabama	2.7	7.2	9.2	10.1	9.9	11.1	11.5	12.1
Arkansas	2.7	6.2	8.8	11.0	10.6	10.7	10.9	11.1
Florida	6.9	7.6	8.4	9.6	8.6	9.4	9.7	9.8
Georgia	6.0	7.8	9.0	10.5	13.0	14.2	13.6	13.0
Kentucky	3.4	8.2	9.0	10.5	10.9	11.3	11.2	11.3
Louisiana	5.3	10.4	11.1	10.6	10.6	4.2	4.2	4.3
Mississippi	3.1	5.7	7.8	9.7	10.2	10.5	10.8	10.9
North Carolina	6.2	8.2	9.2	10.5	10.4	15.9	16.3	16.7
South Carolina	6.1	11.1	11.3	11.3	9.5	11.6	11.8	12.0
Tennessee	5.5	11.8	10.6	11.1	NA	14.2	14.2	12.0
Virginia	4.2	7.0	8.1	9.7	10.0	10.3	10.4	
West Virginia	3.7	9.7	7.8	9.5	NA	10.4	10.9	11.6

TABLE 29
Per Capita Personal Income
1965th- 1984
(In Actual Dollars)

Region	1965	1970	1975	1980	1981	1982	1983	1984
U.S., Total	2,769.40	3,903.06	5,794.91	9,519.97	10,544.23	11,113.04	11,684.60	12,706.86
Southeast	2,121.58	3,218.00	4,915.14	8,180.28	9,103.86	9,658.81	10,214.59	11,107.93
North Atlantic	3,068.02	4,294.27	6,207.94	10,001.59	11,074.03	11,835.76	12,578.65	13,682.90
North Central	2,884.02	3,940.52	5,973.07	9,605.58	10,619.09	11,019.42	11,520.55	12,708.61
West	2,819.24	3,962.47	5,930.46	10,098.60	11,171.81	11,680.84	12,152.34	13,077.93
Alabama	1,946.93	2,903.60	4,563.98	7,456.09	8,228.67	8,683.84	9,228.59	9,981.45
Arkansas	1,888.60	2,808.11	4,448.56	7,138.23	8,006.52	8,431.30	8,935.57	9,724.56
Florida	2,381.93	3,725.52	5,455.40	9,366.92	10,386.72	10,927.77	11,592.88	12,552.30
Georgia	2,200.14	3,312.99	4,902.15	8,069.01	8,968.78	9,653.15	10,389.22	11,440.64
Kentucky	2,086.94	3,073.58	4,756.41	7,646.54	8,561.90	9,097.24	9,396.61	10,373.89
Louisiana	2,120.14	3,017.83	4,708.00	8,434.85	9,551.40	10,047.46	10,261.38	10,850.96
Mississippi	1,666.52	2,571.04	3,958.33	6,618.01	7,308.48	7,774.23	8,155.39	8,856.81
North Carolina	2,075.26	3,206.14	4,859.98	7,782.39	8,655.09	9,148.20	9,804.01	10,757.83
South Carolina	1,885.32	2,971.83	4,517.24	7,401.02	8,159.45	8,603.97	9,167.59	10,075.15
Tennessee	2,066.88	3,082.02	4,717.20	7,695.93	8,524.41	9,012.03	9,515.47	10,399.62
Virginia	2,429.83	3,676.63	5,676.42	9,394.18	10,592.35	11,386.87	12,120.90	13,065.47
West Virginia	2,087.35	3,038.99	4,834.33	7,749.23	8,386.22	8,968.89	9,159.80	9,847.85

SOURCE:

Computed from Table 1 and data from the following sources: U.S. Bureau of the Census, *Historical Statistics of the United States: Colonial Times To 1970*; U.S. Bureau of the Census, *Statistical Abstracts of the U.S.*, 1980; U.S. Bureau of Economic Analysis, *Survey of Current Business*, April, 1985.

TABLE 30
Per Capita Personal Income
1965 - 1984
(In Real 1972 Dollars)

Region	1965	1970	1975	1980	1981	1982	1983	1984
U.S., Total	3,710.99	4,254.34	4,606.81	5,335.71	5,390.71	5,358.78	5,426.11	5,688.45
Southeast	2,842.92	3,507.62	3,907.42	4,584.84	4,654.32	4,657.54	4,743.47	4,972.66
North Atlantic	4,111.15	4,680.76	4,935.16	5,605.64	5,661.57	5,707.28	5,841.30	6,125.39
North Central	3,864.59	4,295.17	4,748.44	5,383.69	5,428.98	5,313.64	5,349.93	5,689.23
West	3,777.79	4,319.10	4,714.57	5,660.02	5,711.56	5,632.58	5,643.33	5,854.56
Alabama	2,608.88	3,164.92	3,628.25	4,178.95	4,206.89	4,187.40	4,285.59	4,468.37
Arkansas	2,530.72	3,060.84	3,536.50	4,000.80	4,093.31	4,065.63	4,149.52	4,353.37
Florida	3,191.78	4,060.82	4,336.91	5,249.93	5,310.19	5,269.44	5,383.53	5,619.26
Georgia	2,948.19	3,611.16	3,897.09	4,522.48	4,585.26	4,654.81	4,824.57	5,121.60
Kentucky	2,796.50	3,350.20	3,781.23	4,285.70	4,377.25	4,386.75	4,363.61	4,644.06
Louisiana	2,840.98	3,289.44	3,742.75	4,727.53	4,883.13	4,844.95	4,765.20	4,857.63
Mississippi	2,233.13	2,802.44	3,146.78	3,709.23	3,736.44	3,748.79	3,787.22	3,964.91
North Carolina	2,780.85	3,494.69	3,863.57	4,361.84	4,424.89	4,411.32	4,552.81	4,815.93
South Carolina	2,526.34	3,239.29	3,591.10	4,148.09	4,171.50	4,148.89	4,257.26	4,510.32
Tennessee	2,769.62	3,359.40	3,750.06	4,313.38	4,358.08	4,345.66	4,418.81	4,655.57
Virginia	3,255.98	4,007.53	4,512.62	5,265.20	5,415.31	5,490.83	5,628.73	5,848.99
West Virginia	2,797.04	3,312.50	3,843.17	4,343.25	4,287.44	4,324.86	4,253.64	4,408.56

SOURCE:

Computed from Table 29 and the G.N.P. Deflator.

TABLE 31
Economically Disadvantaged Children: Census Count and Percent Of School-Age (5-17) Population
1970 & 1980

Region	1970		1980	
	Census Count	Percent of 5-17 Population	Census Count	Percent of 5-17 Population
U.S., Total	7,700,368	14.7	7,506,437	15.8
Southeast	2,885,121	25.2	2,270,027	20.2
North Atlantic			1,989,919	14.8
North Central			1,319,326	12.9
West			1,927,165	15.4
Alabama	272,146	29.2	200,677	23.2
Arkansas	155,135	31.2	112,379	22.7
Florida	299,575	18.6	331,706	18.5
Georgia	293,871	24.0	250,983	20.4
Kentucky	208,462	24.7	169,476	21.2
Louisiana	308,850	29.8	223,533	23.1
Mississippi	261,679	41.3	180,755	30.2
North Carolina	312,545	23.6	223,527	17.8
South Carolina	206,985	28.8	144,845	20.6
Tennessee	245,157	24.5	197,247	20.3
Virginia	214,357	17.9	158,803	14.3
West Virginia	106,359	24.1	76,096	18.4

SOURCE:

U.S. Department of Education Tapes, ECIA data, and Table 15.

NOTE:

Economically disadvantaged children are defined by Chapter 1 of the Education Consolidation and Improvement Act (ECIA) as children aged 5-17 living in households having an income below the Orshansky Poverty Index amount.

TABLE 32
Number of Public High School Graduates
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	2,366,861	2,493,902	2,755,793	2,724,564	2,742,322	2,623,507	2,515,803	2,483,861
Southeast	509,924	551,050	590,680	591,588	596,771	571,652	552,881	540,794
North Atlantic	700,060	775,506	786,731	803,477	791,819	760,081	730,942	711,225
North Central	553,278	506,285	674,795	639,649	631,435	608,902	574,333	562,544
West	603,599	661,061	703,587	689,850	722,297	678,137	657,647	657,467
Alabama	44,160	44,722	46,695	44,894	45,409	44,352	42,021	40,002
Arkansas	24,976	25,965	27,029	29,577	29,710	28,410	26,688	27,049
Florida	62,222	73,150	89,444	88,755	88,941	85,505	84,496	81,140
Georgia	51,842	57,082	61,059	62,963	64,473	63,293	60,718	59,062
Kentucky	34,738	38,486	41,761	41,714	42,531	40,478	41,000	00
Louisiana	39,729	44,446	47,446	46,199	45,500	39,895	39,539	39,021
Mississippi	28,138	26,729	27,617	28,083	28,023	27,271	26,324	25,315
North Carolina	66,187	68,821	70,498	69,601	71,068	68,783	66,803	67,550
South Carolina	33,539	35,992	38,073	38,338	38,100	37,570	35,791	35,900
Tennessee	45,803	50,500	50,118	50,758	51,447	46,704	44,711	43,293
Virginia	52,417	59,672	66,061	67,126	67,980	65,830	62,177	61,400
West Virginia	26,173	25,485	24,879	23,580	23,589	23,561	22,613	22,262

SOURCE:

U.S.D.H.E.W., *Fall 1967 Statistics of Public Schools*.

NCES, *Statistics of Public Elementary and Secondary Day Schools*, Fall 1972, 1977-78.

NEA, *Estimates of School Statistics*, 1981-82, 1982-83, 1983-84, 1984-85.

SRCEI, SEIS Data Surveys, Southeastern State Data, 1981-85.

NOTE:

1970-71 regional and total data do not include responses for Michigan and Montana. 1975-76 data do not include graduates for Massachussetts.

TABLE 33
Percent of Population Over Age 25 Who Have Completed Four Years or More of High School
1940 - 1980

Region	1940	1950	1960	1970	1980
U.S., Total	24.5	34.3	41.1	52.3	66.5
Southeast	18.3	24.0	33.2	43.2	58.3
North Atlantic	24.4	35.8	41.2	53.0	67.8
North Central	24.8	35.1	41.7	53.8	68.2
West	31.2	41.1	47.5	58.3	71.3
Alabama	15.9	21.6	30.3	41.3	56.5
Arkansas	15.1	21.6	28.9	39.9	55.5
Florida	26.6	35.9	42.6	52.6	66.7
Georgia	17.4	20.8	32.0	40.6	56.4
Kentucky	15.7	22.3	27.6	38.5	53.1
Louisiana	17.7	22.2	32.3	42.2	57.7
Mississippi	16.2	22.0	29.8	41.0	54.8
North Carolina	19.0	20.8	32.3	38.5	54.8
South Carolina	18.4	18.9	30.4	37.8	53.7
Tennessee	18.1	24.7	30.4	41.8	56.2
Virginia	21.6	29.1	37.9	47.8	62.4
West Virginia	17.8	24.8	30.6	41.6	56.0

SOURCE:

Computed from data in Bureau of the Census, *Characteristics of the Population, U.S. Summary*, 1940, 1950, 1960, 1970, 1980.

TABLE 34
Number of Scholastic Aptitude Tests (SAT) Taken As a Percent of High School Graduates
1970-71 - 1983-84

Region	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84
U.S.,Total	37.9	35.1	35.6	35.1		
Southeast	29.6	28.6	31.0	30.3	30.3	31.9
North Atlantic		0.0	0.0	0.0		
North Central		0.0	0.0	0.0		
West		0.0	0.0	0.0		
Alabama	9.8	6.9	6.8	6.6	6.2	6.7
Arkansas	7.5	5.5	4.4	4.1	4.6	5.3
Florida	27.8	32.5	42.8	42.6	43.6	44.9
Georgia	57.0	53.3	54.1	53.1	52.6	54.4
Kentucky	10.6	8.0	7.2	6.9	7.7	8.1
Louisiana	8.7	6.1	6.1	6.0	7.1	7.5
Mississippi	6.3	3.4	3.3	3.0	NA	3.8
North Carolina	48.2	49.1	51.0	48.6	48.1	51.7
South Carolina	51.0	50.5	53.1	52.4	48.5	50.4
Tennessee	10.1	9.2	10.2	10.1	9.5	9.6
Virginia	57.6	53.4	55.8	54.2	53.8	56.4
West Virginia	7.6	6.6	7.5	7.4	7.2	8.2

SOURCE:

Computed from Tables 36 and 38, the number of graduates from Table 32, and from NCES, *Statistics of Public Elementary and Secondary Day Schools*.

NOTE:

Regional and national totals of high school graduates include estimates for nonreporting states: New Jersey and Montana for 1971; Massachusetts for 1975.

TABLE 35
Number of ACT Tests Taken
As a Percent of High School Graduates
1980-81 - 1983-84

Region	1980-81	1981-82	1982-83	1983-84
Southeast	30.9	30.1	33.0	36.2
Alabama	57.0	53.7	53.6	61.1
Arkansas	58.3	58.4	61.0	68.0
Florida	18.4	20.5	24.7	29.6
Georgia	2.8	2.2	2.2	2.2
Kentucky	62.8	59.3	64.9	68.4
Louisiana	74.4	74.3	92.8	96.9
Mississippi	89.6	84.3	90.9	101.5
North Carolina	1.4	1.4	1.3	1.2
South Carolina	0.0	0.0	1.7	2.3
Tennessee	41.7	39.9	44.5	44.5
Virginia	3.6	3.5	3.4	3.8
West Virginia	49.4	50.2	53.5	56.6

SOURCE:

Computed from Tables 37 and 39, and the number of graduates from Table 32.

NOTE:

Percentage can be greater than 100 if more students took the test than graduated.

TABLE 36
Mean Scores on Verbal Scholastic Aptitude Tests (SAT)
1971-72 - 1984-85

Region	1971-72 Number	1971-72 Score	1975-76 Number	1975-76 Score	1980-81 Number	1980-81 Score	1981-82 Number	1981-82 Score	1982-83 Number	1982-83 Score	1983-84 Number	1983-84 Score	1984-85 Number	1984-85 Score
U.S., Total	1,027,001	453	967,959	432	968,808	424	963,416	426						
Southeast	166,970	428	168,808	414	183,403	410	181,081	414	173,445	412	176,182	414		
North Atlantic														
North Central														
West														
Alabama	4,404	419	3,233	430	3,068	457	2,990	463	2,752	466	2,804	467		481
Arkansas	1,939	486	1,483	485	1,295	477	1,221	480	1,299	482	1,425	482		481
Florida	21,845	458	29,086	436	38,003	424	37,876	426	37,308	423	37,906	423		421
Georgia	33,243	405	32,520	393	34,089	390	34,225	394	33,316	390	33,027	392		399
Kentucky	4,319	477	3,354	476	2,987	474	2,920	475	3,106	475	3,308	479		491
Louisiana	3,958	456	2,898	464	2,813	461	2,743	470	2,813	469	2,971	472		473
Mississippi	1,678	413	928	470	940	473	845	479			1,012	480		489
North Carolina	33,844	411	34,593	396	35,467	391	34,507	396	33,064	394	34,507	395		398
South Carolina	18,894	399	19,211	377	20,360	374	19,957	378	18,228	383	18,029	384		391
Tennessee	5,200	479	4,598	478	5,185	475	5,193	480	4,416	483	4,273	486		489
Virginia	35,958	444	35,262	428	37,425	424	36,848	426	35,436	427	35,064	428		435
West Virginia	1,688	469	1,642	466	1,771	458	1,756	462	1,707	466	1,856	466		468

SOURCE:

Educational Testing Service, Princeton, NJ.
SRCEI, SEIS Data Surveys, Southeastern State Data, 1980-85.

NOTE:

- "Number" refers to the number of tests taken during the school year; students taking more than one test during the same year are counted only once, and only the most recent score is included.
- Regional data are derived using a weighted average of the states in that region; the sum of (number times score) each state divided by the sum of the numbers for all states in the region.

SOURCE:

SRCEI, SEIS Data Surveys, Southeastern State Data, 1980-85.

NOTE:

- "Number" refers to the number of tests taken during the school year; students taking more than one test during the same year are counted only once, and only the most recent score is included.
- Regional data are derived using a weighted average of reporting states in region; the sum of (number times score) each state divided by the sum of the numbers for all states in the region.
- Florida reported only composite scores, so its scores are not included in this table.
- South Carolina did not report ACT scores for 1980-81 and 1981-82.

TABLE 37
Mean Scores on English ACT Tests
1980-81 - 1984-85

	1980-81		1981-82		1982-83		1983-84	
Region	Number	Score	Number	Score	Number	Score	Number	Score
Southeast	182,851	17.2	179,796	17.3	188,927	17.2	199,904	17.6
Alabama	25,611	17.2	24,404	17.5	23,785	17.4	25,674	17.7
Arkansas	17,230	17.6	17,356	17.8	17,343	17.7	18,137	17.9
Florida	16,363	18.2	18,241	18.2	21,146	18.1	25,027	18.2
Georgia	1,758	NA	1,410	NA	1,379	NA	1,331	NA
Kentucky	26,180	17.4	25,220	17.6	26,275	17.5	28,033	18.0
Louisiana	34,350	16.8	33,817	16.8	37,026	16.6	38,307	17.1
Mississippi	25,160	16.0	23,625	16.2	24,801	16.1	26,716	16.4
North Carolina	987	18.0	994	18.5	880	18.2	790	18.6
South Carolina	NA	NA	NA	NA	633	17.1	83316.6	
Tennessee	21,148	17.6	20,540	17.6	20,788	17.7	19,915	18.1
Virginia	2,410	18.7	2,348	18.9	2,263	18.7	2,348	19.2
West Virginia	11,654	17.5	11,841	17.5	12,608	17.3	12,793	17.7

TABLE 38
Mean Scores on Math Scholastic Aptitude Tests (SAT)
1971-72 - 1984-85

	1971-72		1975-76		1980-81		1981-82		1982-83		1983-84		1984-85	
Region	Number	Score	Number	Score	Number	Score	Number	Score	Number	Score	Number	Score	Number	Score
U.S., Total	1,027,001	483	967,959	472	968,808	466	963,416	467						
Southeast	166,970	455	168,808	446	183,403	447	181,081	449	173,445	450	176,182	453		
North Atlantic														
North Central														
West														
Alabama	4,404	441	3,233	459	3,068	488	2,990	501	2,752	508	2,804	503		513
Arkansas	1,939	511	1,483	518	1,295	510	1,221	519	1,299	518	1,425	521		517
Florida	21,845	483	29,086	470	38,003	463	37,876	463	37,308	464	37,906	467		463
Georgia	33,243	429	32,520	424	34,089	426	34,225	429	33,316	428	33,027	430		438
Kentucky	4,319	509	3,354	517	2,987	509	2,920	510	3,106	513	3,308	518		529
Louisiana	3,958	484	2,898	501	2,813	494	2,743	505	2,813	502	2,971	508		503
Mississippi	1,678	438	928	499	940	534	845	551	1,012	512	528			
North Carolina	33,844	438	34,593	423	35,467	427	34,507	431	33,064	431	34,507	432		435
South Carolina	18,894	424	19,211	407	20,360	406	19,957	412	18,228	415	18,029	419		424
Tennessee	5,200	508	4,598	511	5,185	514	5,193	519	4,416	519	4,273	523		521
Virginia	35,958	475	35,262	462	37,425	461	36,848	462	35,436	463	35,064	466		473
West Virginia	1,688	499	1,642	510	1,771	495	1,756	506	1,707	512	1,856	510		507

SOURCE:

Educational Testing Service, Princeton, NJ.
SRCEI, SEIS Data Surveys, Southeastern State Data, 1980-85.

NOTE:

- "Number" refers to the number of tests taken during the school year; students taking more than one test during the same year are counted only once, and only the most recent score is included.
- Regional data are derived using a weighted average of the states in that region; the sum of (number times score) each state divided by the sum of the numbers for all states in the region.

TABLE 39
Mean Scores on Math ACT Tests
1980-81 - 1983-84

Region	1980-81 Number	Score	1981-82 Number	Score	1982-83 Number	Score	1983-84 Number	Score
Southeast	182,851	15.6	179,796	15.5	188,927	15.0	199,904	15.6
Alabama	25,611	15.4	24,404	15.4	23,785	14.4	25,674	15.7
Arkansas	17,230	15.6	17,356	15.7	17,343	15.3	18,137	15.6
Florida	16,363	18.1	18,241	17.8	21,146	17.6	25,027	17.9
Georgia	1,758	NA	1,410	NA	1,379	NA	1,331	NA
Kentucky	26,180	15.9	25,220	15.5	26,275	15.3	28,033	15.9
Louisiana	34,350	15.2	33,817	15.2	37,026	14.5	38,307	14.9
Mississippi	25,160	13.5	23,625	13.3	24,801	12.8	26,716	13.4
North Carolina	987	16.8	994	17.2	880	16.5	790	16.5
South Carolina	NA	NA	NA	NA	633	14.7	833	14.1
Tennessee	21,148	15.8	20,540	15.7	20,788	15.3	19,915	15.8
Virginia	2,410	18.7	2,348	18.5	2,263	18.3	2,348	19.0
West Virginia	11,654	15.8	11,841	15.4	12,608	15.1	12,793	15.3

SOURCE:

SRCEI, SEIS Data Surveys, Southeastern State Data, 1980-85.

NOTE:

- "Number" refers to the number of tests taken during the school year; students taking more than one test during the same year are counted only once, and only the most recent score is included.
- Regional data are derived using a weighted average of reporting states in region; the sum of (number times score) each state divided by the sum of the numbers for all states in the region.
- Georgia reported only composite scores, so its scores are not included in this table.
- South Carolina did not report ACT scores in 1980-81 and 1981-82.

Table 40
Comparison of ACT and SAT Average Total Scores
1982 and 1984

Region	ACT Scores						SAT Scores					
	1982			1984			1982			1984		
	No. of States	% of H.S. Graduates	Average Score	No. of States	% of H.S. Graduates	Average Score	No. of States	% of H.S. Graduates	Average Score	No. of States	% of H.S. Graduates	Average Score
U.S., Total	28		18.4	28		18.5	22		893	22		897
Southeast	7	57.7	17.0	7	66.1	17.2	5	45.8	854	5	45.4	853
North Atlantic	1	49.2	19.0	1	50.3	19.3	12	59.1	888	12	57.2	891
North Central	10	51.4	19.1	10	55.3	19.2	1	47.1	860	1	44.7	864
West	10	42.6	18.6	10	46.8	18.7	4	36.8	889	4	37.4	896
Alabama		55.3	17.2		58.7	17.4						
Alaska		31.5	18.7		36.7	18.2						
Arizona		41.2	18.7		41.8	18.7						
Arkansas		56.3	17.7		61.4	17.6						
California								38.4	899		39.1	897
Colorado		66.8	19.6		70.2	19.7						
Connecticut								69.1	896		62.8	904
Delaware								49.5	897		48.2	902
Dist. of Columbia								53.2	821		49.9	823
Florida								37.5	889		39.5	890
Georgia								49.1	823		48.2	822
Hawaii								47.2	857		48.3	869
Idaho		55.2	18.9		59.2	18.9						
Illinois		67.4	18.6		71.5	18.7						
Indiana								47.1	860		44.7	864
Iowa		54.5	20.3		58.9	20.2						
Kansas		60.8	18.9		63.5	19.2						
Kentucky		53.7	17.5		62.0	17.9						
Louisiana		60.8	16.7		77.9	16.6						
Maine								46.4	890		47.3	892
Maryland								50.3	889		48.0	897
Massachussetts								65.6	888		62.6	896
Michigan		51.4	18.7		55.6	18.8						
Minnesota		26.9	20.2		28.6	20.2						
Mississippi		74.4	15.5		86.2	15.6						
Missouri		45.3	18.7		51.3	18.8						
Montana		49.5	19.5		52.6	19.4						
Nebraska		73.0	19.9		77.1	20.1						
Nevada		44.5	18.3		45.6	18.7						
New Hampshire								56.4	925		56.9	931
New Jersey								64.7	869		60.6	876
New Mexico		56.5	17.6		63.1	17.6						
New York								61.6	896		61.3	894
North Carolina								46.6	827		46.4	827
North Dakota		64.5	17.8		62.4	17.9						
Ohio		49.2	19.0		50.3	19.2						
Oklahoma		51.4	17.6		58.7	17.6						
Oregon								41.7	908		43.6	907
Pennsylvania								51.4	885		50.9	887
Rhode Island								60.7	877		55.6	885
South Carolina								49.2	790		44.8	803
South Dakota		61.7	19.1		69.7	19.2						
Tennessee		56.3	17.5		64.5	17.7						
Texas								32.4	868		33.0	866
Utah		66.4	18.4		74.0	18.8						
Vermont								54.2	904		51.7	907
Virginia								51.0	888		50.1	894
Washington												
West Virginia		48.5	17.4		52.4	17.4						
Wisconsin		32.0	20.4		35.2	20.4						
Wyoming		52.2	19.2		60.3	19.3						

SOURCE: *Education Week*, January 9, 1985, pages 13-14.

NOTE:

- States appear in one of two test groups—that of the American College Testing Battery (ACT) or the Scholastic Aptitude Test (SAT)—depending upon which test is taken by most college-bound high school students in the State, except for Washington State. Washington State is not included because fewer than 20 percent of its high school students took either the ACT or SAT.

TABLE 41
Total Educational Expenditures
1965-66 - 1984-85
(In Thousands)

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	28,248,026	45,499,862	70,113,915	98,498,591	109,353,345	119,093,398	128,421,790	138,117,496
Southeast	4,379,471	7,658,402	12,503,055	18,351,426	21,487,849	22,792,529	24,286,953	26,444,532
North Atlantic	8,722,333	15,913,127	23,592,656	30,427,745	34,338,980	37,241,130	39,600,176	42,320,981
North Central	5,983,685	10,530,007	15,654,987	20,826,689	24,430,130	24,723,220	26,995,298	27,972,458
West	7,162,537	11,398,326	18,363,217	28,965,492	29,096,386	34,016,326	37,445,223	41,338,609
Alabama	332,246	506,847	856,262	1,085,264	1,121,000	1,500,259	1,559,794	1,809,496
Arkansas	198,325	305,458	495,067	768,597	875,928	880,417	988,301	1,083,45
Florida	684,208	1,310,265	2,261,791	3,459,323	3,946,800	4,521,420	4,950,393	5,461,194
Georgia	488,684	831,563	1,321,368	1,945,791	62,430,834	2,396,834	2,540,889	2,903,582
Kentucky	275,650	490,241	709,782	1,050,372	1,322,900	1,508,400	1,618,300	1,628,000
Louisiana	419,711	695,299	1,076,941	1,517,500	1,792,000	2,127,695	2,203,966	2,213,500
Mississippi	202,186	332,456	513,722	761,790	911,249	669,466	726,530	765,788
North Carolina	486,932	841,255	1,521,235	2,219,000	2,769,787	2,282,680	2,448,698	2,727,800
South Carolina	242,097	449,335	722,009	1,027,374	1,272,737	1,422,790	1,503,129	1,797,400
Tennessee	381,597	643,773	1,003,228	1,337,007	1,682,341	1,766,051	1,853,296	2,004,746
Virginia	491,988	946,969	1,514,750	2,366,818	2,450,584	2,773,481	2,957,240	3,031,039
West Virginia	175,847	304,941	506,900	812,590	911,689	943,036	936,417	1,018,533

SOURCE:

U.S.D.H.E.W., *Statistics of State School Systems*, 1965-66.

NCES, *Expenditures and Revenues for Public Elementary and Secondary Education*, 1970-71, 1975-76.

NCES, *Digest of Educational Statistics*, 1982.

NEA, *Estimates of School Statistics*, Regional Data, 1982-83, 1983-84, 1984-85.

SRCEI, SEIS Data Surveys, Southeastern State Data, 1981-85.

NOTE:

Estimated data as of the close of the fiscal year.

SOURCE:

Computed from Table 41.

TABLE 42
Average Annual Growth Rates
For Educational Expenditures
(Percent Change)
1965 - 1984

Region	1965-70	1970-75	1975-80	1980-81	1981-82	1982-83	1983-84
U.S., Total	12.2	10.8	8.1	11.0	8.9	7.8	7.5
Southeast	15.0	12.7	9.4	17.1	6.1	6.6	8.9
North Atlantic	16.5	9.7	5.8	12.9	8.5	6.3	6.9
North Central	15.2	9.7	6.6	17.3	1.2	9.2	3.6
West	11.8	12.2	11.5	0.5	16.9	10.1	10.4
Alabama	10.5	13.8	5.3	3.3	33.8	4.0	16.0
Arkansas	10.8	12.4	11.1	14.0	0.5	12.3	9.6
Florida	18.3	14.5	10.6	14.1	14.6	9.5	10.3
Georgia	14.0	11.8	9.5	24.9	-1.4	6.0	14.3
Kentucky	15.6	9.0	9.6	25.9	14.0	7.3	0.6
Louisiana	13.1	11.0	8.2	18.1	18.7	3.6	0.4
Mississippi	12.9	10.9	9.7	19.6	-26.5	8.5	5.4
North Carolina	14.6	16.2	9.2	24.8	-17.6	7.3	11.4
South Carolina	17.1	12.1	8.5	23.9	11.8	5.6	19.6
Tennessee	13.7	11.2	6.7	25.8	5.0	4.9	8.2
Virginia	18.5	12.0	11.3	3.5	13.2	6.6	2.5
West Virginia	14.7	13.2	12.1	12.2	3.4	-0.7	8.8

TABLE 43
Direct General Expenditure of State and Local Governments
1965-66 - 1982-83
(In Million Dollars)

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83
U.S., Total	85,842.5	150,674.6	255,551.5	405,576.0	433,530.2	464,656.2
Southeast	14,619.8	26,062.3	47,072.4	79,148.1	84,338.9	90,490.2
North Atlantic	27,148.4	53,006.5	86,619.7	125,763.7	134,287.4	143,448.7
North Central	18,264.9	32,609.2	54,320.6	84,952.6	89,609.3	94,770.8
West	22,809.5	38,996.6	67,538.8	115,711.6	125,294.6	135,946.5
Alabama	1,201.3	1,963.4	3,402.1	5,639.3	5,986.8	6,605.3
Arkansas	631.3	987.5	1,817.1	2,980.0	3,080.9	3,193.4
Florida	2,254.1	4,318.6	8,474.6	14,314.4	16,223.7	17,564.9
Georgia	1,485.5	2,871.1	4,825.4	8,401.1	9,450.2	10,238.8
Kentucky	1,087.0	1,893.2	3,213.0	5,472.7	5,340.6	5,771.7
Louisiana	1,498.4	2,495.3	4,276.6	7,604.8	8,597.1	9,404.0
Mississippi	758.8	1,323.5	2,263.8	3,748.7	3,976.2	4,005.2
North Carolina	1,503.7	2,713.6	5,062.4	8,357.8	8,707.1	9,104.6
South Carolina	692.5	1,317.2	2,749.8	4,481.1	4,600.7	4,725.9
Tennessee	1,300.9	2,272.5	3,940.0	6,416.2	6,283.7	6,996.4
Virginia	1,564.9	2,794.8	5,145.8	8,562.2	8,874.1	9,490.1
West Virginia	641.4	1,111.6	1,901.8	3,169.8	3,217.8	3,389.9

SOURCE:

U.S. Bureau of the Census, *Governmental Finances*, 1965-66, 1970-71, 1975-76, 1980-81 through 1982-83.

TABLE 44
Expenditure of State and Local Governments On Public Schools As a Percent of Total State and Local Government Expenditure
1965-66 - 1982-83
(In Million Dollars)

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83
U.S., Total	29.2	27.7	26.5	24.8	24.5	24.3
Southeast	28.7	27.3	25.9	24.8	24.7	24.4
North Atlantic	30.7	27.0	25.6	24.6	23.7	23.8
North Central	32.0	30.5	28.0	25.5	25.4	24.7
West	29.5	26.4	26.8	24.4	24.5	24.5
Alabama	26.2	23.5	22.8	22.4	23.0	22.0
Arkansas	26.8	24.2	25.6	26.8	26.3	26.1
Florida	29.4	30.1	27.7	26.3	24.8	25.6
Georgia	30.0	27.4	25.9	24.8	23.3	22.9
Kentucky	24.7	22.9	23.4	21.6	21.8	23.7
Louisiana	25.9	24.7	24.0	23.3	23.3	21.0
Mississippi	24.5	23.0	23.8	21.9	21.6	21.5
North Carolina	32.3	29.4	28.5	27.8	27.3	26.4
South Carolina	33.1	32.5	25.6	26.1	29.1	27.5
Tennessee	26.2	26.2	23.6	21.7	22.4	21.8
Virginia	33.1	31.2	28.0	26.2	26.6	27.1
West Virginia	28.2	25.0	27.3	25.7	27.7	27.3

SOURCE:

Computed from Table 43 and other data in the same sources.

NOTE:

Expenditures on local schools comprise all direct expenditure by local governments for education except any direct spending for institutions of higher education and any direct state government spending for operation, facilities, or supplies to elementary and secondary schools.

TABLE 45
Per Capita Education Expenditures
1965-66 - 1984-85
(In Actual Dollars)

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	145.97	223.80	325.41	434.78	476.45	513.81	548.76	584.85
Southeast	104.63	174.79	256.27	348.43	400.30	419.33	441.71	474.73
North Atlantic	139.44	245.02	359.24	465.38	523.92	567.93	601.84	640.60
North Central	134.49	229.25	332.53	433.28	506.93	513.43	559.99	578.37
West	159.09	234.50	340.53	479.35	468.50	533.97	576.15	626.11
Alabama	96.36	147.17	232.62	278.70	285.46	380.68	393.99	453.51
Arkansas	104.71	158.84	229.41	336.22	380.84	381.63	424.53	461.24
Florida	114.92	192.94	264.78	354.95	387.59	432.01	463.52	497.56
Georgia	112.81	181.25	261.19	356.18	436.18	424.37	443.28	497.44
Kentucky	87.79	152.20	204.61	286.91	359.97	408.56	435.73	437.28
Louisiana	120.05	190.75	277.06	360.79	416.74	485.44	496.61	496.08
Mississippi	90.02	149.96	214.05	302.18	357.63	260.59	280.84	294.76
North Carolina	100.13	165.47	274.84	377.25	464.89	379.25	402.61	442.47
South Carolina	97.07	173.42	248.97	329.08	399.48	440.90	460.52	544.67
Tennessee	100.47	163.98	235.44	291.22	363.36	379.31	395.58	425.00
Virginia	111.54	203.61	299.59	439.03	450.81	505.65	532.84	537.80
West Virginia	98.46	174.85	275.34	416.71	465.15	480.90	476.55	521.79

SOURCE:
Computed from Tables 1 and 41.

SOURCE:
Computed from Table 45 and the G.N.P. Deflator.

TABLE 46
Per Capita Education Expenditures
1965-66 - 1984-85
(In Real 1972 Dollars)

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	196.18	244.73	258.69	243.69	243.58	247.76	254.83	261.82
Southeast	140.63	191.13	203.73	195.29	204.65	202.21	205.12	212.52
North Atlantic	187.41	267.92	285.59	260.84	267.85	273.86	279.49	286.77
North Central	180.76	250.68	264.36	242.84	259.17	247.58	260.05	258.92
West	213.82	256.43	270.72	268.67	239.52	257.48	267.55	280.29
Alabama	129.51	160.93	184.92	156.21	145.94	183.57	182.96	203.02
Arkansas	140.73	173.69	182.38	188.44	194.70	184.02	197.14	206.48
Florida	154.45	210.98	210.50	198.94	198.15	208.32	215.25	222.74
Georgia	151.61	198.19	207.64	199.63	223.00	204.63	205.85	222.69
Kentucky	117.99	166.43	162.66	160.81	184.04	197.01	202.34	195.76
Louisiana	161.35	208.59	220.26	202.22	213.06	234.08	230.62	222.08
Mississippi	120.99	163.98	170.17	169.36	182.84	125.66	130.42	131.95
North Carolina	134.57	180.94	218.49	211.44	237.67	182.87	186.97	198.08
South Carolina	130.46	189.63	197.92	184.44	204.23	212.61	213.86	243.83
Tennessee	135.04	179.31	187.17	163.22	185.77	182.90	183.70	190.26
Virginia	149.91	222.64	238.17	246.07	230.47	243.83	247.44	240.76
West Virginia	132.33	191.20	218.89	233.56	237.81	231.89	221.30	233.59

TABLE 47
Total Expenditure Per Student Enrolled
1965-66 - 1984-85
(In Actual Dollars)

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	670.27	991.09	1,565.36	2,403.34	2,720.98	3,004.15	3,257.70	3,507.92
Southeast	450.75	755.04	1,248.06	1,890.73	2,241.12	2,391.16	2,564.35	2,785.39
North Atlantic	718.66	1,192.26	1,801.24	2,736.31	3,201.47	3,575.38	3,881.23	4,210.21
North Central	624.28	1,001.81	1,568.01	2,365.06	2,851.66	2,954.85	3,294.12	3,405.46
West	669.21	980.84	1,583.04	2,551.80	2,573.08	2,987.82	3,258.09	3,555.09
Alabama	399.81	629.62	1,128.14	1,429.86	1,480.85	2,072.18	2,160.38	2,485.57
Arkansas	439.75	659.74	1,083.30	1,715.62	1,968.38	2,033.30	2,287.73	2,502.20
Florida	560.37	917.55	1,458.28	2,290.94	2,629.45	3,044.73	3,309.09	3,583.46
Georgia	463.21	756.65	1,212.26	1,820.20	2,297.57	2,196.91	2,417.59	2,734.07
Kentucky	414.51	683.74	1,025.70	1,567.72	2,001.36	2,320.62	2,501.24	2,527.95
Louisiana	523.33	825.77	1,271.48	1,950.51	2,364.12	2,679.72	2,765.33	2,759.98
Mississippi	345.62	622.58	1,003.36	1,597.04	1,947.11	1,430.48	1,552.41	1,643.32
North Carolina	411.96	705.75	1,283.74	1,965.46	2,493.06	2,080.84	2,246.51	2,516.42
South Carolina	379.46	704.29	1,146.05	1,659.73	2,056.12	2,336.27	2,484.51	2,985.71
Tennessee	**437.61**	**715.30**	**1,143.93**	**1,565.58**	**1,990.94**	**2,127.77**	**2,243.70**	**2,441.83**
Virginia	498.97	877.64	1,372.06	2,343.38	2,482.86	2,841.68	3,061.33	3,140.97
West Virginia	409.90	762.35	1,254.70	2,116.12	2,411.88	2,514.76	2,524.04	2,805.88

SOURCE:

Computed from Tables 12 and 41.

NOTE:

Expenditures are as of the end of the fiscal year; enrollment data are as of October.

TABLE 48
Total Expenditure Per Student Enrolled
1965-66 - 1984-85
(In Real 1972 Dollars)

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	898.17	1,080.29	1,244.42	1,347.01	1,391.09	1,448.62	1,512.82	1,570.38
Southeast	604.00	823.00	992.18	1,059.71	1,145.77	1,153.03	1,190.84	1,246.93
North Atlantic	963.00	1,299.57	1,431.94	1,533.63	1,636.74	1,724.07	1,802.37	1,884.77
North Central	836.53	1,091.97	1,246.53	1,325.56	1,457.90	1,424.85	1,529.73	1,524.51
West	896.74	1,069.11	1,258.48	1,430.22	1,315.48	1,440.75	1,513.00	1,591.50
Alabama	535.75	686.29	896.85	801.40	757.08	999.22	1,003.24	1,112.71
Arkansas	589.26	719.11	861.20	961.56	1,006.33	980.47	1,062.38	1,120.16
Florida	750.89	1,000.13	1,159.30	1,284.02	1,344.30	1,468.19	1,536.68	1,604.20
Georgia	620.70	824.75	963.72	1,020.18	1,174.63	1,059.37	1,122.69	1,223.95
Kentucky	555.45	745.28	815.40	878.67	1,023.19	1,119.02	1,161.53	1,131.68
Louisiana	701.26	900.09	1,010.79	1,093.21	1,208.65	1,292.18	1,284.17	1,235.55
Mississippi	463.13	678.61	797.65	895.10	995.46	689.79	720.91	735.66
North Carolina	552.02	769.27	1,020.54	1,101.59	1,274.57	1,003.39	1,043.24	1,126.52
South Carolina	508.48	767.67	911.08	930.24	1,051.19	1,126.57	1,153.76	1,336.61
Tennessee	586.40	779.68	909.40	877.47	1,017.86	1,026.03	1,041.93	1,093.13
Virginia	668.62	956.62	1,090.75	1,313.41	1,269.36	1,370.28	1,421.62	1,406.11
West Virginia	549.27	830.96	997.46	1,186.03	1,233.07	1,212.64	1,172.12	1,256.10

SOURCE:

Computed from Table 47 and G.N.P. Deflator.

NOTE:

Expenditures are as of the end of the fiscal year; enrollment data are as of October.

Table 49
Per Pupil Expenditures from State and Local Sources As Defined By P.L. 89-10 1970-71 - 1980-81

Region	Current Dollars (Thousands of Dollars)			Constant (1972) Dollars (Thousands of Dollars		
	1970-71	1975-76	1980-81	1970-71	1975-76	1980-81
U.S., Total	823.05	1,340.24	2,307.40	900.00	1,065.46	1,293.24
Southeast	583.51	981.54	1,781.99	638.06	780.30	998.76
North Atlantic	1,024.90	1,680.52	2,861.17	1,120.72	1,335.97	1,603.62
North Central	877.16	1,387.95	2,375.01	959.17	1,103.39	1,331.13
West	753.47	1,244.17	2,174.53	823.92	989.09	1,218.77
Alabama	480.53	907.98	1,729.12	525.45	721.82	969.13
Alaska	1,149.51	2,246.60	4,971.72	1,256.98	1,785.99	882.56
Arizona	693.89	1,246.75	2,038.46	758.76	991.14	1,155.14
Arkansas	466.54	838.77	1,574.66	510.16	666.80	819.05
California	827.30	1,316.99	2,238.07	904.64	1,046.98	927.13
Colorado	753.91	1,323.98	2,590.75	824.39	1,052.53	1,452.05
Connecticut	989.34	1,478.41	2,548.45	1,081.83	1,175.30	1,428.34
Delaware	943.72	1,494.06	2,818.60	1,031.95	1,187.74	1,579.76
Dist. of Columbia	972.48	1,323.53	2,875.48	1,063.40	1,052.17	1,611.64
Florida	724.10	1,202.03	2,061.01	791.80	955.58	1,155.14
Georgia	594.69	966.15	1,461.35	650.29	768.07	819.05
Hawaii	903.13	1,403.60	2,315.82	987.56	1,115.83	1,297.96
Idaho	575.56	989.79	1,590.13	629.37	786.86	891.23
Illinois	968.36	1,457.82	2,601.64	1,058.89	1,158.93	1,458.16
Indiana	765.07	1,156.11	1,884.65	836.60	919.08	1,056.30
Iowa	842.42	1,403.16	2,255.49	921.18	1,115.48	1,264.15
Kansas	743.66	1,277.27	2,092.54	813.18	1,015.40	1,172.82
Kentucky	532.02	807.23	1,654.18	581.76	641.73	927.13
Louisiana	661.11	1,031.21	1,803.16	722.92	819.79	1,010.63
Maine	678.88	1,074.24	1,841.72	742.35	853.99	1,032.24
Maryland	921.20	1,556.76	2,817.26	1,007.32	1,237.59	1,579.00
Massachussetts	870.56	1,778.65	2,855.36	951.95	1,413.98	1,600.36
Michigan	954.05	1,540.24	2,514.75	1,043.24	1,224.45	1,409.46
Minnesota	982.16	1,510.28	2,601.74	1,073.98	1,200.64	1,458.21
Mississippi	410.52	734.47	1,443.53	448.90	583.89	809.06
Missouri	687.65	1,113.87	2,019.11	751.94	885.50	1,131.66
Montana	785.00	1,392.33	2,515.10	858.39	1,106.87	1,409.65
Nebraska	772.49	1,303.19	2,321.93	804.71	1,036.00	1,301.38
Nevada	727.53	1,216.46	1,946.17	795.55	967.06	1,090.78
New Hampshire	743.40	1,142.62	2,133.34	812.90	908.36	1,195.69
New Jersey	1,104.72	1,808.69	3,160.68	1,208.00	1,437.86	1,771.49
New Mexico	625.58	959.51	1,870.29	684.07	762.79	1,048.25
New York	1,451.61	2,260.16	3,583.11	1,587.32	1,796.77	2,008.25
North Carolina	582.76	950.91	1,869.79	637.24	755.95	1,047.97
North Dakota	617.05	1,042.92	1,984.60	674.74	829.10	1,112.32
Ohio	735.58	1,194.27	2,210.70	804.35	949.42	1,239.04
Oklahoma	573.63	973.75	1,954.03	627.26	774.11	1,095.18
Oregon	917.06	1,598.48	2,923.63	1,002.80	1,270.75	1,638.62
Pennsylvania	887.73	1,503.49	2,646.66	970.72	1,195.24	1,483.39
Rhode Island	910.37	1,459.37	2,811.12	995.48	1,160.16	1,575.56
South Carolina	499.08	880.29	1,698.19	545.74	699.81	951.79
South Dakota	650.52	1,121.30	1,842.23	711.34	891.41	1,032.52
Tennessee	515.57	880.08	1,685.20	563.77	699.64	944.51
Texas	617.77	1,077.21	1,874.09	675.53	856.36	1,050.38
Utah	614.39	1,025.78	1,672.59	671.83	815.47	937.44
Vermont	774.92	1,291.70	2,237.75	847.37	1,026.87	1,254.20
Virginia	679.31	1,131.23	2,018.53	742.82	899.30	1,131.34
Washington	869.64	1,358.17	2,465.88	950.94	1,079.71	1,382.06
West Virginia	581.79	1,048.69	2,023.34	636.18	833.68	1,134.03
Wisconsin	937.15	1,498.79	2,671.80	1,024.76	1,191.50	1,497.48
Wyoming	845.10	1,508.91	2,885.35	924.11	1,199.55	1,617.17

SOURCE: NCES, *Revenues and Expenditures for Public Elementary and Secondary Education*, 970-71, 1975-76, FY1980.

NOTE:

- Constant Dollars derived using the G.N.P. Deflator
- Public Law 89-10, the Education Consolidation and Improvement Act (ECIA), Chapter 1, provides Federal grants for compensatory education. Data reported here were collected according to the P.L. 89-10, Chapter 1 funding formula.

TABLE 50
Per Pupil Expenditures from Federal Sources
As Defined by P.L. 89-10 1970-71 1980-81

	Current Dollars			Constant (1972) Dollars		
Region	**1970-71**	**1975-76**	**1980-81**	**1970-71**	**1975-76**	**1980-81**
U.S., Total	36.84	90.45	165.10	40.28	71.91	92.54
Southeast	50.46	106.61	187.51	55.18	84.75	105.10
North Atlantic	32.17	80.31	158.14	35.18	63.85	88.63
North Central	24.72	67.94	123.52	27.03	54.01	69.23
West	41.05	105.99	188.64	44.88	84.26	105.73
Alabama	48.85	107.47	106.08	53.42	85.44	59.45
Alaska	302.77	574.51	397.74	331.07	456.72	77.59
Arizona	52.07	101.66	266.87	56.93	80.81	120.47
Arkansas	52.12	77.95	138.43	57.00	61.97	145.50
California	28.14	96.96	188.96	30.77	77.08	101.48
Colorado	58.68	84.48	117.49	64.17	67.16	65.85
Connecticut	20.13	51.27	134.82	22.02	40.75	75.56
Delaware	52.70	112.89	306.40	57.63	89.74	171.73
Dist. of Columbia	144.46	543.71	565.63	157.96	432.23	317.02
Florida	57.27	95.24	214.94	62.62	75.71	120.47
Georgia	50.03	104.00	259.59	54.71	82.68	145.50
Hawaii	80.61	149.59	288.03	88.14	118.92	161.43
Idaho	34.60	70.87	287.74	37.84	56.34	161.27
Illinois	24.26	74.21	118.36	26.53	58.99	66.34
Indiana	18.34	49.15	123.63	20.06	39.07	69.29
Iowa	22.41	46.80	87.56	24.51	37.20	49.08
Kansas	43.55	89.27	158.86	47.62	70.96	89.04
Kentucky	39.86	130.97	181.06	43.58	104.11	101.48
Louisiana	55.19	102.29	199.16	60.35	81.32	111.62
Maine	30.73	70.31	143.34	33.60	55.90	80.34
Maryland	64.31	110.25	180.83	70.32	87.64	101.35
Massachussetts	23.66	53.41	108.57	25.87	42.46	60.85
Michigan	18.03	74.90	137.59	19.71	59.55	77.11
Minnesota	23.77	59.79	96.36	26.00	47.53	54.01
Mississippi	59.08	140.00	241.75	64.60	111.30	135.50
Missouri	34.46	78.07	177.91	37.69	62.06	99.71
Montana	16.59	131.10	212.28	18.14	104.22	118.98
Nebraska	34.80	69.52	123.57	38.05	55.27	69.26
Nevada	60.65	83.70	122.71	66.32	66.54	68.78
New Hampshire	27.52	68.16	122.51	30.09	54.19	68.66
New Jersey	30.53	80.79	124.06	33.39	64.23	69.53
New Mexico	63.49	231.50	307.42	69.43	184.04	172.30
New York	35.73	67.32	185.69	39.07	53.52	104.08
North Carolina	28.97	104.13	163.51	31.67	82.78	91.64
North Dakota	68.29	128.17	17.42	74.67	101.90	9.76
Ohio	27.25	59.61	109.92	29.80	47.39	61.61
Oklahoma	50.08	105.93	283.29	54.77	84.21	158.78
Oregon	40.07	95.43	206.34	43.81	75.87	115.65
Pennsylvania	21.83	105.97	194.76	23.87	84.25	109.16
Rhode Island	41.50	74.70	185.08	45.38	59.38	103.74
South Carolina	72.05	135.44	217.48	78.79	107.67	121.89
South Dakota	68.54	113.18	173.53	74.94	89.97	97.26
Tennessee	37.23	88.96	146.13	40.71	70.72	81.90
Texas	50.02	102.91	137.67	54.70	81.81	77.16
Utah	49.78	82.58	169.79	54.44	65.65	95.16
Vermont	22.21	52.87	127.03	24.29	42.03	71.19
Virginia	59.25	111.65	174.34	64.79	88.76	97.71
Washington	24.31	110.50	213.09	26.58	87.85	119.43
West Virginia	62.30	102.22	149.61	68.13	81.26	83.85
Wisconsin	13.40	45.70	87.36	14.65	36.33	48.97
Wyoming	36.89	77.48	111.65	40.34	61.59	62.58

SOURCE: NCES, *Revenues and Expenditures for Public Elementary and Secondary Education*, 970-71, 1975-76, FY1980.

NOTE:

- Constant Dollars derived using the G.N.P. Deflator
- Public Law 89-10, the Education Consolidation and Improvement Act (ECIA), Chapter 1, provides Federal grants for compensatory education. Data reported here were collected according to the P.L. 89-10, Chapter 1 funding formula.

TABLE 51
Total Educational Expenditure Per Educational Staff Member
1965-66 - 1984-85
(In Actual Dollars)

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	10,948.82	13,291.31	18,088.79	23,495.14				
Southeast	7,048.38	10,241.49	14,637.63	18,847.38	23,087.29	23,981.71	25,460.56	27,148.27
North Atlantic	11,143.05	15,144.74	20,110.07	25,855.86				
North Central	10,270.23	13,542.39	17,779.31	23,294.82				
West	12,072.82	13,454.05	18,965.72	25,215.23				
Alabama	6,745.97	10,438.62	14,062.44	16,863.45	NA	25,997.87	27,083.99	28,864.65
Arkansas	6,600.05	10,609.13	12,860.55	17,121.02	19,912.43	20,099.93	22,329.44	24,152.43
Florida	7,840.76	11,456.17	16,196.60	22,075.38	25,488.06	28,161.54	30,682.23	32,939.64
Georgia	7,220.19	10,961.23	14,320.82	18,981.85	24,317.82	22,913.19	24,462.20	27,974.47
Kentucky	6,548.83	9,189.15	11,832.66	16,236.25	21,446.06	25,537.86	25,426.58	25,492.47
Louisiana	7,619.75	10,558.67	13,597.91	17,603.59	21,986.11	24,939.58	25,788.54	25,577.77
Mississippi	5,419.95	6,783.57	10,941.20	14,520.24	20,818.56	13,790.34	14,208.63	14,397.76
North Carolina	7,160.24	8,868.57	16,125.71	19,739.53	27,009.66	21,396.45	23,048.96	25,280.35
South Carolina	5,848.04	9,503.90	21,139.19	16,574.29	21,844.69	24,350.75	26,406.82	30,241.95
Tennessee	7,319.54	10,653.91	14,062.04	16,502.18	21,724.73	23,197.22	24,297.24	25,596.53
Virginia	8,745.99	11,941.60	15,105.36	22,455.79	23,872.50	26,615.37	27,827.35	28,473.83
West Virginia	5,135.12	10,122.19	13,841.41	19,797.54	22,702.55	23,371.40	NA	24,694.70

SOURCE: Computed from Tables 63 and 41.

NOTE:

- Expenditures are as of the end of the fiscal year; numbers of staff members for 1965 are as of June 1966; numbers of staff members for 1970 are as of June 1971; numbers of staff members for 1975 and 1980 are as of October.
- 1981-82 data for the Southeast exclude both expenditure and staff data for Alabama.
- 1982-83 data for the Southeast exclude both expenditure and staff data for Alabama, Mississippi and Tennessee.

TABLE 52
Total Educational Expenditure Per Classroom Teacher
1965-66 - 1984-85
(In Actual Dollars)

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	16,516.23	22,520.99	31,924.71	45,109.63	51,467.74	55,768.10	59,920.64	64,374.17
Southeast	11,916.60	18,223.79	26,433.74	36,112.34	43,044.40	45,190.54	48,151.71	51,411.80
North Atlantic	16,930.62	25,283.37	34,939.45	48,335.30	55,622.11	61,390.29	64,480.17	69,664.05
North Central	14,859.95	22,425.74	31,652.77	43,543.42	52,961.72	54,318.72	59,622.28	61,959.44
West	16,805.30	22,744.43	33,236.41	50,468.51	52,582.15	59,946.89	65,481.65	71,755.34
Alabama	11,234.02	16,302.05	23,347.29	30,002.88	31,138.89	42,247.73	43,478.58	48,253.23
Arkansas	11,530.52	17,544.97	23,290.69	31,921.13	37,278.29	35,109.95	41,707.50	45,172.15
Florida	13,934.71	20,894.70	31,441.28	43,088.04	48,551.50	55,125.82	59,695.07	63,307.92
Georgia	12,869.25	18,542.63	27,887.55	34,430.25	43,240.19	42,404.58	45,002.55	51,578.89
Kentucky	10,577.11	16,153.45	22,207.06	31,933.97	41,776.67	46,789.50	50,571.88	49,558.60
Louisiana	13,371.70	19,156.88	26,232.30	34,543.59	44,836.99	49,999.88	52,406.75	51,913.79
Mississippi	9,936.41	14,668.90	21,511.75	29,375.31	37,300.41	26,590.38	28,799.70	30,169.33
North Carolina	10,864.41	17,149.22	29,042.84	39,468.54	49,608.42	41,307.25	44,420.02	48,637.76
South Carolina	10,038.85	16,689.63	25,161.49	31,892.16	39,764.33	44,449.69	46,823.53	53,254.72
Tennessee	12,230.67	18,325.45	25,171.95	32,481.58	41,158.19	44,813.39	46,757.90	50,089.85
Virginia	12,466.75	20,034.46	25,968.63	41,503.46	44,177.75	49,150.79	52,087.01	53,304.24
West Virginia	10,811.37	18,476.79	25,875.45	37,365.61	41,538.59	42,557.70	41,612.98	44,806.13

SOURCE: Computed from Tables 69 and 41.

NOTE:

Expenditures are as of the end of the fiscal year; numbers of classroom teachers are as of October.

TABLE 53
Average Annual General Revenue of State and Local Governments From Various Sources 1970-71 - 1982-83 (In Millions of Dollars)

Region	Total	From Federal Funds	Property Tax	Sales Tax	Income Tax
U.S., Total	299,028.95	61,439.28	60,773.32	36,552.25	38,197.64
Southeast	55,834.13	12,927.81	7,475.02	9,228.25	6,122.69
Alabama	4,041.30	1,040.45	243.50	644.68	429.51
Arkansas	2,148.32	601.32	242.17	306.18	286.84
Florida	10,016.15	1,826.25	1,891.91	1,832.05	268.34
Georgia	6,207.47	1,475.63	941.77	924.47	866.99
Kentucky	3,804.40	984.95	395.27	463.06	667.65
Louisiana	5,293.90	1,168.92	399.96	1,030.39	341.31
Mississippi	2,635.45	734.88	287.59	541.56	188.84
North Carolina	5,881.66	1,396.75	810.89	735.89	1,129.09
South Carolina	3,086.26	723.62	390.80	581.53	494.49
Tennessee	4,514.16	1,123.29	622.42	1,018.68	188.45
Virginia	6,010.07	1,245.66	1,028.42	656.52	1,044.77
West Virginia	2,194.97	606.09	220.32	493.24	216.40

SOURCE:

U.S. Department of Commerce, *Governmental Finances*, 1970-71 thru 1982-83.

NOTE:

Totals *do* include the following revenues which are not itemized: intergovernmental revenues, motor fuels taxes, motor vehicle license taxes, other taxes, current charges (education, hospital, other), miscellaneous revenues, insurance trust revenues, liquor store revenues, and utility revenues.

TABLE 54
Average Annual General Revenue Of State and Local Governments As a Percent of Total General Revenue 1970-71 - 1982-83

Region	Total	From Federal Funds	Property Tax	Sales Tax	Income Tax
U.S., Total	100.0	20.5	20.3	12.2	12.8
Southeast	100.0	23.2	13.4	16.5	11.0
Alabama	100.0	25.7	6.0	16.0	10.6
Arkansas	100.0	28.0	11.3	14.3	13.4
Florida	100.0	18.2	18.9	18.3	2.7
Georgia	100.0	23.8	15.2	14.9	14.0
Kentucky	100.0	25.9	10.4	12.2	17.5
Louisiana	100.0	22.1	7.6	19.5	6.4
Mississippi	100.0	27.9	10.9	20.5	7.2
North Carolina	100.0	23.7	13.8	12.5	19.2
South Carolina	100.0	23.4	12.7	18.8	16.0
Tennessee	100.0	24.9	13.8	22.6	4.2
Virginia	100.0	20.7	17.1	10.9	17.4
West Virginia	100.0	27.6	10.0	22.5	9.9

SOURCE:

Computed from Table 53

TABLE 55
Revenue from Federal Sources As a Percent of Total Education Revenue
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	7.9	8.4	8.8	8.5	7.7	6.8	6.6	6.2
Southeast	14.4	15.6	13.7	12.5	11.6	11.2	10.0	9.7
North Atlantic	6.0	6.4	6.9	6.3	5.4	4.8	4.6	4.4
North Central	6.0	6.0	6.7	7.6	7.1	6.1	5.8	5.2
West	7.7	8.7	9.7	9.0	8.0	7.1	7.5	6.9
Alabama	19.1	22.5	16.6	15.0	15.0	11.7	12.1	11.7
Arkansas	20.9	18.9	15.7	14.7	13.0	13.0	11.4	10.5
Florida	13.6	11.2	10.1	10.3	8.7	8.3	7.8	7.4
Georgia	14.5	14.1	14.5	11.1	9.7	10.0	9.5	10.2
Kentucky	16.3	17.2	14.6	12.5	11.4	10.6	10.0	10.1
Louisiana	9.2	14.2	14.6	12.3	10.4	9.5	9.8	9.6
Mississippi	16.8	28.1	21.2	24.1	23.0	19.0	16.9	16.8
North Carolina	12.0	15.8	13.6	13.4	15.6	10.5	10.3	10.3
South Carolina	15.1	19.8	17.7	14.4	14.1	11.4	10.6	9.1
Tennessee	17.7	15.7	12.9	13.7	13.1	10.9	10.7	10.7
Virginia	11.0	11.3	11.4	9.0	7.9	6.7	6.4	6.9
West Virginia	16.4	16.9	12.2	11.2	9.6	8.3	9.1	9.1

SOURCE:

U.S.D.H.E.W., *Statistics of State School Systems*, 1965-66.

NCES, *Expenditures and Revenues for Public Elementary and Secondary Education*, 1970-71, 1975-76.

NEA, Estimates of School Statistics, Regional Data, 1980-81 thru 1984-85.

SRCEI, SEIS Data Surveys, Southeastern State Data, 1981-85.

SOURCE:

Computed using sources listed for Table 55.

TABLE 56
Revenue from State Sources As a Percent of Total Education Revenue
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	39.1	39.4	43.9	48.8	49.1	48.4	48.3	49.0
Southeast	53.2	50.6	51.7	55.9	55.0	56.7	55.0	54.1
North Atlantic	35.8	37.2	39.0	40.3	40.1	40.8	41.1	42.0
North Central	31.3	35.1	42.5	42.0	42.5	39.8	40.3	40.4
West	40.8	39.0	46.2	59.8	61.1	58.1	57.2	57.4
Alabama	62.1	55.4	62.2	65.6	63.6	62.1	60.7	64.9
Arkansas	43.1	43.9	51.3	53.7	54.6	53.6	57.6	60.8
Florida	45.7	54.6	52.1	55.0	52.2	53.6	53.5	53.0
Georgia	57.6	49.5	47.1	55.7	56.1	55.8	50.9	49.2
Kentucky	52.0	54.5	55.5	69.8	69.5	66.6	67.6	68.6
Louisiana	64.6	55.9	57.3	55.2	55.9	54.8	53.3	53.4
Mississippi	50.4	48.1	54.5	53.1	53.2	55.4	55.2	55.3
North Carolina	65.1	58.7	61.6	65.4	62.6	64.4	64.0	61.5
South Carolina	62.4	54.1	54.9	56.4	56.1	48.0	48.9	54.7
Tennessee	49.9	47.6	49.3	48.5	46.9	37.2	36.3	36.1
Virginia	37.3	33.3	32.0	41.4	41.1	39.4	41.2	44.6
West Virginia	47.3	50.0	54.3	60.2	63.1	60.5	61.1	63.5

TABLE 57
Revenue from Local and Intermediate Sources As a Percent of Total Education Revenue
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	52.5	52.1	47.4	42.7	43.2	44.8	45.0	44.8
Southeast	31.9	33.8	34.6	31.7	33.4	29.6	32.9	34.4
North Atlantic	57.8	56.5	54.1	53.4	54.5	54.4	54.3	53.6
North Central	62.2	58.9	50.7	50.4	50.4	54.1	53.9	54.4
West	50.9	52.4	44.1	31.2	30.9	34.8	35.3	35.7
Alabama	18.3	22.0	21.1	19.5	21.5	20.1	22.1	19.3
Arkansas	35.9	37.2	33.0	31.6	32.4	33.5	31.1	28.8
Florida	39.4	34.2	37.8	34.7	39.1	38.1	38.7	39.5
Georgia	27.7	36.4	38.4	33.2	34.2	33.0	38.3	41.4
Kentucky	31.3	28.3	29.8	17.8	19.1	17.8	17.7	21.2
Louisiana	26.2	29.8	28.1	32.5	33.7	35.7	36.8	36.9
Mississippi	31.4	23.8	24.3	22.8	23.8	25.6	25.2	25.3
North Carolina	22.9	25.5	24.7	21.2	21.8	25.1	25.7	28.2
South Carolina	22.4	26.0	27.5	29.2	29.8	29.2	31.6	28.7
Tennessee	32.1	36.7	37.8	37.8	40.0	44.1	45.2	45.2
Virginia	51.0	55.4	56.6	49.6	51.0	50.4	47.3	48.5
West Virginia	36.1	33.1	33.5	28.7	27.3	28.5	29.6	27.2

SOURCE:

Computed using sources listed for Table 55.

TABLE 58
Proportion of State and Local Direct General Expenditures By Function, By State
1965-66

Region	Education	Highways	Public Welfare	Health, Hospitals	Fire, Police	Sewerage, Sanitation	Parks and Recreation	Other Expenditures
U.S.,Total	40.2	15.4	8.2	7.1	5.0	3.1	1.4	19.6
Southeast	39.4	18.9	8.4	7.7	4.0	2.6	1.1	17.9
Alabama	39.4	19.7	10.7	6.7	3.6	2.3	0.8	16.9
Arkansas	38.0	19.8	11.2	6.1	2.9	1.6	0.4	20.0
Florida	38.5	15.2	5.8	9.3	5.3	3.6	2.2	20.1
Georgia	39.7	15.6	8.5	11.1	3.8	1.2	1.5	18.6
Kentucky	38.0	20.6	9.9	6.2	3.4	3.2	0.5	18.2
Louisiana	35.8	17.8	13.9	5.9	4.0	3.0	1.2	18.5
Mississippi	36.1	22.0	9.7	8.5	3.4	1.4	0.3	18.5
North Carolina	45.6	15.1	7.8	7.5	4.0	2.7	0.6	16.7
South Carolina	44.1	17.5	6.0	8.6	3.6	2.3	0.6	17.4
Tennessee	36.3	22.3	6.9	8.7	4.0	3.3	1.0	17.5
Virginia	42.2	23.0	4.0	6.0	4.4	3.1	0.9	16.4
West Virginia	38.8	26.1	10.1	5.1	2.7	1.6	0.7	14.9

SOURCE:

U.S. Bureau of the Census, *Governmental Finances*, 1965-66.

NOTE:

Other Expenditures include the categories of Financial Administration, General Control, Interest on General Debt and All Other General Expenditures.

TABLE 59
Proportion of State and Local Direct General Expenditures By Function, By State
1970-71

Region	Education	Highways	Public Welfare	Health, Hospitals	Fire, Police	Sewerage, Sanitation	Parks and Recreation	Other Expenditures
U.S.,Total	39.4	12.0	12.1	7.4	5.0	2.7	1.4	19.9
Southeast	40.2	14.9	9.7	8.4	4.0	2.5	1.1	19.2
Alabama	38.5	15.2	13.0	8.8	3.5	1.9	1.1	18.1
Arkansas	36.7	14.7	12.1	6.8	3.0	1.5	0.4	24.8
Florida	41.1	12.5	6.9	8.9	5.5	3.0	2.1	20.0
Georgia	39.8	11.1	11.8	12.5	3.5	2.2	0.9	18.2
Kentucky	40.5	19.1	10.8	5.9	3.4	1.8	0.4	18.0
Louisiana	35.1	14.8	11.5	7.7	4.0	2.6	1.0	23.3
Mississippi	36.5	18.0	11.7	10.6	2.7	1.5	0.4	18.6
North Carolina	44.8	13.6	9.3	6.9	4.1	2.3	0.7	18.2
South Carolina	45.6	12.7	6.3	9.2	3.6	4.1	0.5	18.0
Tennessee	37.7	14.4	9.9	9.4	4.2	3.4	1.2	19.7
Virginia	44.2	15.3	7.7	6.4	4.3	2.5	1.4	18.3
West Virginia	37.6	28.1	8.8	6.4	2.3	1.4	0.5	14.8

SOURCE:

U.S. Bureau of the Census, *Governmental Finances*, 1970-71.

NOTE:

Other Expenditures include the categories of Financial Administration, General Control, Interest on General Debt and All Other General Expenditures.

TABLE 60
Proportion of State and Local Direct General Expenditures By Function, By State
1975-76

Region	Education	Highways	Public Welfare	Health, Hospitals	Fire, Police	Sewerage, Sanitation	Parks and Recreation	Other Expenditures
U.S.,Total	38.0	9.4	12.3	8.1	5.3	3.2	1.5	22.2
Southeast	38.8	12.3	8.9	10.0	4.8	3.6	1.3	20.3
Alabama	39.8	12.2	9.6	12.7	4.1	2.3	1.5	17.7
Arkansas	40.0	14.9	11.9	7.7	3.6	2.2	0.6	19.2
Florida	37.3	8.8	5.7	10.9	6.7	5.7	2.3	22.6
Georgia	36.5	10.3	10.2	14.8	4.8	3.5	1.0	18.9
Kentucky	39.5	14.3	12.8	5.7	4.3	3.2	0.6	19.5
Louisiana	34.6	15.0	9.5	8.8	4.8	2.5	1.3	23.6
Mississippi	37.7	17.0	9.2	10.8	3.7	1.8	0.5	19.2
North Carolina	44.3	11.2	8.2	9.2	4.5	3.1	1.0	18.5
South Carolina	41.3	7.7	7.6	12.6	3.5	2.7	0.7	23.9
Tennessee	37.7	13.7	9.7	10.5	4.9	4.0	1.5	18.0
Virginia	40.8	12.5	8.9	7.1	5.1	4.7	1.4	19.4
West Virginia	36.1	20.9	9.0	6.6	2.7	1.3	0.7	22.6

SOURCE:

U.S. Bureau of the Census, *Governmental Finances*, 1975-76.

NOTE:

Other Expenditures include the categories of Financial Administration, General Control, Interest on General Debt and All Other General Expenditures.

TABLE 61
Proportion of State and Local Direct General Expenditures By Function, By State
1980-81

Region	Education	Highways	Public Welfare	Health, Hospitals	Fire, Police	Sewerage, Sanitation	Parks and Recreation	Other Expenditures
U.S.,Total	35.9	8.5	12.9	8.9	5.2	3.7	3.3	21.6
Southeast	37.3	10.4	9.9	11.5	4.9	3.4	3.4	19.3
Alabama	38.2	11.0	9.4	14.0	4.5	2.8	3.0	17.0
Arkansas	40.0	13.9	12.2	9.9	3.5	1.7	3.1	15.8
Florida	35.9	8.6	6.7	11.5	7.0	4.4	5.0	20.9
Georgia	34.5	9.0	10.7	16.5	4.6	3.0	3.0	18.8
Kentucky	35.1	14.9	13.4	6.7	4.0	2.5	3.3	20.1
Louisiana	34.5	11.9	10.4	11.0	4.8	3.0	4.1	20.3
Mississippi	37.2	13.2	11.3	13.2	3.5	2.4	3.2	15.9
North Carolina	43.1	7.7	10.1	9.7	4.7	2.5	3.1	19.1
South Carolina	42.1	6.4	10.0	14.2	4.1	3.1	2.7	17.5
Tennessee	34.2	10.5	10.7	13.1	5.0	4.5	2.8	19.3
Virginia	39.2	10.5	10.0	8.5	5.0	4.7	2.4	19.7
West Virginia	35.9	16.9	8.4	7.9	2.8	2.4	3.1	22.5

SOURCE:

U.S. Bureau of the Census, *Governmental Finances*, 1980-81.

NOTE:

- Other Expenditures include the categories of Financial Administration, General Control, Interest on General Debt and All Other General Expenditures.
- Parks and Recreation includes expenditures for Natural Resources.

TABLE 62
Proportion of State and Local Direct General Expenditures By Function, By State
1982-83

Region	Education	Highways	Public Welfare	Health, Hospitals	Fire, Police	Sewerage, Sanitation	Parks and Recreation	Other Expenditures
U.S.,Total	35.3	7.9	12.6	9.5	5.5	3.4	3.3	22.6
Southeast	36.5	9.3	9.6	12.5	5.2	3.2	3.6	20.1
Alabama	38.9	9.7	8.5	14.3	4.4	2.8	2.7	18.9
Arkansas	39.6	10.6	12.4	10.5	3.8	2.4	3.2	17.5
Florida	34.3	7.8	7.1	12.6	7.5	3.8	5.0	21.7
Georgia	32.5	9.1	10.0	19.3	4.7	2.9	3.0	18.6
Kentucky	37.3	12.2	13.2	5.8	3.6	2.6	3.4	21.9
Louisiana	32.3	11.7	10.0	11.7	4.9	2.7	5.1	21.7
Mississippi	35.6	12.6	10.9	16.2	3.7	1.4	3.4	16.1
North Carolina	41.6	7.6	10.0	11.2	5.0	2.4	3.1	19.0
South Carolina	41.8	5.5	9.6	14.4	4.2	3.8	2.9	17.7
Tennessee	34.7	9.1	10.5	13.1	5.1	4.5	2.8	20.2
Virginia	39.5	9.3	9.9	9.1	5.4	3.9	2.2	20.8
West Virginia	37.7	11.7	8.8	9.0	3.1	3.2	3.4	22.9

SOURCE:

U.S. Bureau of the Census, *Governmental Finances*, 1980-81.

NOTE:

- Other Expenditures include the categories of Financial Administration, General Control, Interest on General Debt and All Other General Expenditures.
- Parks and Recreation includes expenditures for Natural Resources.

TABLE 63
Total Educational Staff
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	2,580,006	3,423,278	3,876,097	4,192,296				
Southeast	621,344	47,782	854,172	973,686	930,722	950,413	953,905	974,078
North Atlantic	782,760	1,050,736	1,173,176	1,176,822				
North Central	582,624	777,559	880,517	894,048				
West	593,278	847,204	968,232	1,148,730				
Alabama	49,251	48,555	60,890	64,356	63,900	57,707	57,591	62,689
Arkansas	30,049	28,792	38,495	44,892	43,989	43,802	44,260	44,859
Florida	87,263	114,372	139,646	156,705	154,849	160,553	161,344	165,794
Georgia	67,683	75,864	92,269	102,508	99,961	104,605	103,870	103,794
Kentucky	42,678	53,350	59,985	64,693	61,685	64,084	63,646	63,862
Louisiana	55,082	65,851	79,199	86,204	81,506	85,314	85,463	86,540
Mississippi	37,304	49,009	46,953	52,464	43,771	48,546	51,133	53,188
North Carolina	68,005	94,858	94,336	112,414	102,548	106,685	106,239	107,902
South Carolina	41,398	47,279	34,155	61,986	58,263	58,429	56,922	59,434
Tennessee	52,134	60,426	71,343	81,020	77,439	76,132	76,27	78,321
Virginia	56,253	79,300	100,279	105,399	102,653	104,206	106,271	106,450
West Virginia	34,244	30,126	36,622	41,045	40,158	40,350	40,890	41,245

SOURCE:

U.S.D.H.E.W., *Statistics of State School Systems*, 1965-66.
NCES, *Statistics of Local Public School Systems*, Fall 1970 (Staff).
NCES, *Statistics of Public Elementary and Secondary Day Schools*, Fall 1975. Fall 1980.
SRCEI, SEIS Data Surveys, Southeastern State Data, 1981-85.

SOURCE:

U.S. Department of Labor, *Manpower Report of the President*, 1965.
U.S. Bureau of the Census, *Characteristics of the Population, U.S. Summary*, 1970.
U.S. Department of Labor, *Employment and Training Report of the President*, 1976.
U.S. Bureau of the Census, *Statistical Abstracts of the United States*, 1984.

TABLE 64
Civilian Labor Force
1965 - 1984
(In Thousands)

Region	1965	1970	1975	1980	1981	1982	1983	1984
U.S., Total	76,883	80,051	93,212	104,719	108,670	110,204	111,550	113,501
Southeast	15,328	16,305	20,070	22,651	24,203	24,679	25,174	25,774
North Atlantic	26,215	26,435	28,759	30,935	31,196	31,401	31,551	31,929
North Central	18,064	18,368	21,123	23,247	23,347	23,415	23,486	23,679
West	17,275	18,942	23,260	27,860	29,793	30,732	31,549	32,119
Alabama	1,191	1,249	1,442	1,642	1,665	1,713	1,761	1,794
Arkansas	648	689	856	972	1,029	1,018	1,026	1,045
Florida	2,155	2,521	3,363	3,925	4,513	4,728	4,903	5,099
Georgia	1,597	1,805	2,156	2,385	2,596	2,658	2,696	2,760
Kentucky	1,094	1,142	1,482	1,620	1,662	1,675	1,702	1,717
Louisiana	1,259	1,224	1,414	1,723	1,857	1,855	1,910	1,940
Mississippi	774	756	942	1,024	1,052	1,058	1,068	1,074
North Carolina	1,944	2,055	2,525	2,741	2,916	2,944	2,946	3,033
South Carolina	968	992	1,181	1,306	1,417	1,486	1,476	1,480
Tennessee	1,509	1,526	1,854	2,015	2,110	2,131	2,189	2,223
Virginia	1,593	1,767	2,178	2,530	2,600	2,650	2,722	2,841
West Virginia	599	579	677	768	786	769	772	768

Table 65
Annual Rates of Growth In the Civilian Labor Force
1965 - 1984
(In Thousands)

Region	1965-70	1970-75	1975-80	1980-81	1981-82	1982-83	1983-84	1965-83
U.S., Total	0.8	3.3	2.5	3.8	1.4	1.2	1.7	2.6
Southeast	1.3	4.6	2.6	6.9	2.0	2.0	2.4	3.8
North Atlantic	0.2	1.8	1.5	0.8	0.7	0.5	1.2	1.2
North Central	0.3	3.0	2.0	0.4	0.3	0.3	0.8	1.7
West	1.9	4.6	4.0	6.9	3.2	2.7	1.8	4.8
Alabama	1.0	3.1	2.8	1.4	2.9	2.8	1.9	2.8
Arkansas	1.3	4.9	2.7	5.9	-1.1	0.8	1.9	3.4
Florida	3.4	6.7	3.3	15.0	4.8	3.7	4.0	7.6
Georgia	2.6	3.9	2.1	8.8	2.4	1.4	2.4	4.0
Kentucky	0.9	6.0	1.9	2.6	0.8	1.6	0.9	3.2
Louisiana	-0.6	3.1	4.4	7.8	-0.1	3.0	1.6	3.0
Mississippi	-0.5	4.9	1.7	2.7	0.6	0.9	0.6	2.2
North Carolina	1.1	4.6	1.7	6.4	1.0	0.1	3.0	3.1
South Carolina	0.5	3.8	2.1	8.5	4.9	-0.7	0.3	2.9
Tennessee	0.2	4.3	1.7	4.7	1.0	2.7	1.6	2.6
Virginia	2.2	4.7	3.2	2.8	1.9	2.7	4.4	4.4
West Virginia	-0.7	3.4	2.7	2.3	-2.2	0.4	-0.5	1.6

SOURCE:
Computed from Table 64.

TABLE 66
Education Staff As a Percent of Civilian Labor Force
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	3.4	4.3	4.2	4.0				
Southeast	4.1	4.6	4.3	4.3	3.8	3.9	3.8	3.8
North Atlantic	3.0	4.0	4.1	3.8				
North Central	3.2	4.2	4.2	3.8				
West	3.4	4.5	4.2	4.1				
Alabama	4.1	3.9	4.2	3.9	3.8	3.4	3.3	3.5
Arkansas	4.6	4.2	4.5	4.6	4.3	4.3	4.3	4.3
Florida	4.0	4.5	4.2	4.0	3.4	3.4	3.3	3.3
Georgia	4.2	4.2	4.3	4.3	3.9	3.9	3.9	3.8
Kentucky	3.9	4.7	4.0	4.0	3.7	3.8	3.7	3.7
Louisiana	4.4	5.4	5.6	5.0	4.4	4.6	4.5	4.5
Mississippi	4.8	6.5	5.0	5.1	4.2	4.6	4.8	5.0
North Carolina	3.5	4.6	3.7	4.1	3.5	3.6	3.6	3.6
South Carolina	4.3	4.8	2.9	4.7	4.1	3.9	3.9	4.0
Tennessee	3.5	4.0	3.8	4.0	3.7	3.6	3.5	3.5
Virginia	3.5	4.5	4.6	4.2	3.9	3.9	3.9	3.7
West Virginia	5.7	5.2	5.4	5.3	5.1	5.2	5.3	5.4

SOURCE:
Computed from Tables 63 and 64.

TABLE 67
Education Staff
As a Percent of State and Local Government Employment
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84
U.S., Total	**32.2**	**33.7**	**32.0**	**31.5**			
Southeast	39.0	36.7	32.9	32.3	34.2	31.9	31.6
North Atlantic	31.4	33.4	33.0	31.3			
North Central	30.8	32.6	32.2	30.7			
West	29.3	32.8	30.1	31.6			
Alabama	41.0	31.3	32.6	28.6	29.7	25.8	26.0
Arkansas	44.2	33.5	36.3	35.8	35.9	35.5	36.2
Florida	35.2	34.8	30.7	30.2	29.7	30.3	30.2
Georgia	41.9	34.0	31.7	29.4	30.6	30.6	29.5
Kentucky	40.4	39.1	35.7	35.2	35.6	37.0	36.5
Louisiana	36.7	35.9	35.6	34.7	33.1	33.9	32.7
Mississippi	40.1	44.3	36.1	34.9	30.0	33.4	34.1
North Carolina	39.1	43.9	33.8	32.2	30.4	30.8	30.1
South Carolina	46.1	38.9	21.3	34.1	32.8	33.0	31.9
Tennessee	35.0	33.8	32.1	31.8	31.3	31.1	31.2
Virginia	34.6	37.5	35.5	33.5	32.3	33.2	33.6
West Virginia	48.2	35.5	37.4	36.6	37.5	38.0	38.2

SOURCE:

Computed from Table 63 and the U.S. Bureau of the Census, *Government Employment: Public Employment*, 1965, 1970, 1975, 1980, 1981, 1982, 1983.

NOTE:

- Government Employment is the sum of part-time and full-time employees in state and local levels of government.

TABLE 68
Total Instructional Staff
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	1,884,509	2,248,620	2,476,487	2,553,694	2,483,231	2,427,309	2,432,929	2,435,663
Southeast	404,801	470,623	539,772	578,672	570,648	562,999	563,579	571,484
North Atlantic	572,410	703,617	763,607	746,717	730,408	703,785	705,090	697,562
North Central	444,444	522,849	566,721	551,563	534,197	511,416	512,621	511,317
West	462,854	554,896	600,759	670,717	643,973	645,738	646,791	651,443
Alabama	31,784	34,297	38,496	42,438	43,142	40,892	40,378	40,609
Arkansas	19,198	19,032	24,036	26,908	26,253	26,597	26,461	26,977
Florida	55,425	72,030	82,372	87,891	88,912	89,898	90,348	94,048
Georgia	43,089	50,408	57,934	62,990	62,865	59,068	59,020	58,869
Kentucky	27,693	33,973	35,612	37,220	36,360	36,364	36,554	36,500
Louisiana	34,285	40,394	45,208	48,919	48,484	47,310	47,02	46,840
Mississippi	21,966	25,234	27,154	29,294	28,026	27,986	27,960	27,752
North Carolina	48,631	54,520	62,221	66,608	64,859	63,114	63,094	64,156
South Carolina	25,394	30,490	32,941	37,122	36,987	36,785	36,835	38,520
Tennessee	33,926	37,918	43,883	48,144	47,775	45,451	45,706	46,633
Virginia	45,883	53,699	67,882	66,439	62,248	64,615	64,904	65,000
West Virginia	17,527	18,628	22,033	24,699	24,737	24,919	25,299	25,580

SOURCE:

U.S.D.H.E.W., *Statistics of State School Systems*, 1965-66.
NCES, *Statistics of Local Public School Systems*, Fall 1970 (Staff).
NCES, *Digest of Educational Statistics*, 1980, 1982, 1983-84.
NEA, *Estimates of School Statistics*, 1984, 1985.

TABLE 69
Total Classroom Teachers
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	1,710,319	2,020,331	2,196,227	2,183,538	2,124,697	2,135,511	2,143,198	2,145,542
Southeast	367,510	420,242	472,996	508,176	499,202	504,365	504,384	514,367
North Atlantic	515,181	629,391	675,244	629,514	617,362	606,629	614,145	607,501
North Central	402,672	469,550	494,585	478,297	461,279	455,151	452,772	451,464
West	426,207	501,148	552,503	573,932	553,351	567,441	571,843	576,105
Alabama	29,575	31,091	36,675	36,172	36,000	35,511	35,875	37,500
Arkansas	17,200	17,410	21,256	24,078	23,497	25,076	23,696	23,985
Florida	49,101	62,708	71,937	80,285	81,291	82,020	82,928	86,264
Georgia	37,973	44,846	47,382	56,514	56,217	56,523	56,461	56,294
Kentucky	26,061	30,349	31,962	32,892	31,666	32,238	32,000	32,850
Louisiana	31,388	36,295	41,054	43,930	39,967	42,554	42,055	42,638
Mississippi	20,348	22,664	23,881	25,933	24,430	25,177	25,227	25,383
North Carolina	44,819	49,055	52,379	56,222	55,833	55,261	55,126	56,084
South Carolina	24,116	26,923	28,695	32,214	32,007	32,009	32,102	33,751
Tennessee	31,200	35,130	39,855	41,162	40,875	39,409	39,636	40,023
Virginia	39,464	47,267	58,330	57,027	55,471	56,428	56,775	56,863
West Virginia	16,265	16,504	19,590	21,747	21,948	22,159	22,503	22,732

SOURCE:

U.S.D.H.E.W., *Statistics of State School Systems*, 1965-66.
NCES, *Statistics of Public Elementary and Secondary Day Schools*, Fall 1971, 1976
NCES, *Digest of Educational Statistics*, 1980, 1983-84.
NEA, *Estimates of School Statistics*, 1983-84, 1984-85.
SRCEI, SEIS Data Surveys, Southeastern State Data, 1981-85.

NOTE:

1965 and 1970 data represent addition of full-time and part-time teachers. All other data in full-time equivalents.

TABLE 70
Classroom Teachers
As a Percent of Total Instructional Staff
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	90.8	89.8	88.7	85.5	85.6	88.0	88.1	88.1
Southeast	90.8	89.3	87.6	87.8	87.5	89.6	89.5	90.0
North Atlantic	90.0	89.5	88.4	84.3	84.5	86.2	87.1	87.1
North Central	90.6	89.8	87.3	86.7	86.3	89.0	88.3	88.3
West	92.1	90.3	92.0	85.6	85.9	87.9	88.4	88.4
Alabama	93.0	90.7	95.3	85.2	83.4	86.8	88.8	92.3
Arkansas	89.6	91.5	88.4	89.5	89.5	94.3	89.6	88.9
Florida	88.6	87.1	87.3	91.3	91.4	91.2	91.8	91.7
Georgia	88.1	89.0	81.8	89.7	89.4	95.7	95.7	95.6
Kentucky	94.1	89.3	89.8	88.4	87.1	88.7	87.5	90.0
Louisiana	91.6	89.9	90.8	89.8	82.4	89.9	89.4	91.0
Mississippi	92.6	89.8	87.9	88.5	87.2	90.0	90.2	91.5
North Carolina	92.2	90.0	84.2	84.4	86.1	87.6	87.4	87.4
South Carolina	95.0	88.3	87.1	86.8	86.5	87.0	87.2	87.6
Tennessee	92.0	92.6	90.8	85.5	85.6	86.7	86.7	85.8
Virginia	86.0	88.0	85.9	85.8	89.1	87.3	87.5	87.5
West Virginia	92.8	88.6	88.9	88.0	88.7	88.9	88.9	88.9

SOURCE:

Computed from Tables 68 and 69.

TABLE 71
Classroom Teachers As a Percent of Total Staff
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	66.3	59.0	56.7	52.1				
Southeast	59.1	56.2	55.4	52.2	53.6	53.1	52.9	52.8
North Atlantic	65.8	59.9	57.6	53.5				
North Central	69.1	60.4	56.2	53.5				
West	71.8	59.2	57.1	50.0				
Alabama	60.0	64.0	60.2	56.2	NA	61.5	62.3	59.8
Arkansas	57.2	60.5	55.2	53.6	53.4	57.2	53.5	53.5
Florida	56.3	54.8	51.5	51.2	52.5	51.1	51.4	52.0
Georgia	56.1	59.1	51.4	55.1	56.2	54.0	54.4	54.2
Kentucky	61.1	56.9	53.3	50.8	51.3	50.3	50.3	51.4
Louisiana	57.0	55.1	51.8	51.0	49.0	49.9	49.2	49.3
Mississippi	54.5	46.2	50.9	49.4	55.8	51.9	49.3	47.7
North Carolina	65.9	51.7	55.5	50.0	54.4	51.8	51.9	52.0
South Carolina	58.3	56.9	84.0	52.0	54.9	54.8	56.4	56.8
Tennessee	59.8	58.1	55.9	50.8	52.8	51.8	52.0	51.1
Virginia	70.2	59.6	58.2	54.1	54.0	54.2	53.4	53.4
West Virginia	47.5	54.8	53.5	53.0	54.7	54.9	NA	55.1

SOURCE:

Computed from Tables 63 and 69.

TABLE 72
Administrative Staff As a Percent of Total Staff
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	3.9	3.7	4.4	3.9				
Southeast	3.3	3.5	4.2	4.0	3.3	4.2	4.4	3.8
North Atlantic	3.5	3.7	4.5	3.9				
North Central	4.2	4.0	4.4	3.9				
West	4.7	3.8	4.4	4.0				
Alabama	2.7	3.8	2.9	3.4	NA	3.8	3.9	3.7
Arkansas	3.4	4.5	4.6	4.8	3.9	1.4	3.9	3.9
Florida	2.7	2.9	3.8	4.4	3.1	3.8	3.9	4.0
Georgia	2.7	3.6	4.0	3.0	2.8	NA	NA	NA
Kentucky	3.6	3.2	4.4	4.5	2.9	8.2	8.3	4.1
Louisiana	3.3	4.0	3.2	5.6	2.7	4.7	4.8	4.7
Mississippi	3.3	3.2	4.3	3.5	3.2	3.7	4.0	3.8
North Carolina	3.3	2.8	4.0	3.6	3.4	8.8	8.9	9.0
South Carolina	2.7	4.0	6.4	4.1	3.5	3.5	3.6	3.5
Tennessee	3.0	3.1	4.2	3.3	4.1	0.7	0.7	0.7
Virginia	4.3	3.7	5.0	3.3	3.3	3.7	3.7	3.7
West Virginia	5.0	5.3	5.8	4.4	3.6	10.6	NA	4.3

SOURCE:

Computed from Table 63 and the following sources: U.S.D.H.E.W., *Statistics of State School Systems*, 1965-66, 1969-70 and 1971-72; NCES, *Statistics of Public Elementary and Secondary Day Schools*, Fall 1975; NCES, *Statistics of Public Elementary and Secondary School Systems*, Fall 1980; SRCEI, SEIS Data Surveys, Southeastern State Data, 1981-1985.

NOTE:

- Official/Administrative Staff includes superintendents, assistant superintendents, principals and assistant principals. For 1980, regional data (other than Southeast data) include other administrative staff such as business managers.
- 1970 data compiled using 1970 actual data for principals and assistant principals and average of 1969-70 and 1971-72 data for superintendants and assistant superintendents.
- 1975 Nonprofessional staff were not available for Connecticut, Montana, and South Carolina, and are not included in totals.
- West Virginia changed its criteria for classification as administrative staff in 1984.

TABLE 73
Nonprofessional Staff
As a Percent of Total Staff
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	25.2	31.6	33.5	37.7				
Southeast	34.1	38.2	35.8	38.7	39.0	28.5	29.0	29.6
North Atlantic	24.2	28.2	30.8	35.0				
North Central	21.9	31.1	34.2	37.0				
West	20.3	30.4	34.0	40.2				
Alabama	35.1	45.0	35.8	33.1	NA	28.6	30.4	28.4
Arkansas	34.7	37.7	36.7	37.7	39.5	36.5	38.9	38.9
Florida	36.0	47.9	37.2	38.7	38.6	39.6	39.6	38.8
Georgia	35.9	47.0	40.5	38.0	40.5	NA	NA	NA
Kentucky	34.2	40.8	24.6	40.4	40.4	35.0	34.9	40.2
Louisiana	35.9	42.8	28.9	40.3	42.3	41.2	41.7	41.0
Mississippi	40.3	39.1	40.4	43.2	35.0	41.5	43.3	46.2
North Carolina	28.1	31.6	34.1	40.0	40.3	18.6	18.3	18.1
South Carolina	38.0	31.7	NA	38.9	36.7	0.3	0.3	0.3
Tennessee	34.2	46.9	36.1	39.9	40.1	38.8	38.5	37.5
Virginia	17.6	35.5	35.3	36.6	36.0	36.1	36.9	36.8
West Virginia	48.0	42.9	36.8	36.4	37.3	23.6	NA	36.3

SOURCE:

Computed from Table 63 and the following sources: U.S.D.H.E.W., *Statistics of State School Systems*, Fall 1965 and Fall 1970; NCES, *Statistics of Public Elementary and Secondary Day Schools*, Fall 1975; NCES, *Statistics of Public Elementary and Secondary School Systems*, Fall 1980; SRCEI, SEIS Data Surveys, Southeastern State Data, 1980-1985.

NOTE:

- Nonprofessional Staff includes recreation, food service, transportation, maintenance personnel, etc.
- 1965 data represent the addition of both full-time and part-time staff for both total staff and nonprofessional staff; data were not available for Michigan, North Dakota, and South Dakota, and are not included in the totals.
- 1970 data derived by averaging data for 1969-70 and 1971-72; data were not available for Connecticut and Montana, and are not included in the totals.
- 1975 Nonprofessional Staff were not available for Connecticut, Montana, and South Carolina, and are not included in the totals.
- West Virginia changed its criteria for classification as nonprofessional staff in 1984.

TABLE 75
Secondary Teachers
As a Percent of Total Classroom Teachers
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	43.8	46.0	45.6	45.7	45.6	44.8	45.1	44.8
Southeast	41.4	44.7	43.2	42.3	42.8	41.5	41.5	41.3
North Atlantic	46.6	47.4	49.7	48.6	50.1	50.2	51.1	50.5
North Central	43.4	47.1	45.9	47.9	46.1	45.3	45.0	44.9
West	42.7	44.4	42.3	43.6	42.7	41.6	41.8	41.8
Alabama	47.3	54.3	51.4	44.5	53.9	49.2	48.4	48.4
Arkansas	49.3	61.8	51.7	51.1	50.9	52.4	52.0	52.1
Florida	47.0	49.7	50.3	46.1	47.0	38.0	38.2	39.8
Georgia	37.3	38.4	41.3	38.9	39.8	40.0	38.9	38.9
Kentucky	37.5	39.9	37.6	35.9	36.0	35.1	35.1	35.3
Louisiana	41.9	45.4	43.8	45.3	47.3	37.5	35.7	35.7
Mississippi	44.7	45.3	44.6	44.7	46.6	45.1	45.3	45.5
North Carolina	30.9	33.1	33.9	41.3	37.0	34.4	35.1	34.8
South Carolina	44.2	46.3	40.0	38.2	37.3	36.3	36.6	36.4
Tennessee	37.5	40.6	38.1	38.6	36.4	37.3	37.2	37.0
Virginia	42.6	46.6	42.8	43.7	42.1	41.0	42.0	42.0
West Virginia	46.1	49.9	43.3	38.3	43.7	44.6	37.8	37.5

SOURCE:

Computed from Table 69 and the following sources: U.S.D.H.E.W., Fall 1965 *Statistics of Public Schools*; NCES, *Statistics of Public Schools*, Fall 1970, Fall 1975; NCES, *DIGEST OF Educational Statistics, 1980, 1982; NEA Estimates of School Statistics, 1981-82, 1982-83, 1983-84, 1984-85; SRCEI SEIS Data Surveys, Southeastern State Data, 1981-85.*

TABLE 74
Professional/Educational Staff As a Percent of Total Staff
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	69.9	61.8	60.7	55.8				
Southeast	62.4	58.8	59.0	56.0	57.7	53.0	52.8	52.7
North Atlantic	70.1	62.8	62.9	57.4				
North Central	73.2	63.5	60.0	57.1				
West	74.2	61.6	60.3	52.9				
Alabama	62.2	66.7	60.2	62.2	NA	67.3	65.4	67.7
Arkansas	61.8	62.9	58.1	57.2	56.6	60.7	56.9	57.0
Florida	60.6	56.4	58.3	55.0	58.3	55.4	55.5	56.2
Georgia	61.4	62.7	55.2	58.5	56.7	NA	NA	NA
Kentucky	62.1	60.3	57.3	54.9	56.7	56.7	56.8	55.4
Louisiana	59.6	57.8	55.0	54.0	55.0	52.3	51.6	51.1
Mississippi	56.3	48.5	54.4	52.8	61.9	54.7	52.6	49.8
North Carolina	68.6	54.4	59.7	54.1	56.2	71.4	71.5	71.6
South Carolina	59.2	60.5	91.5	55.9	59.8	59.1	60.7	61.2
Tennessee	62.7	59.6	59.4	54.1	55.8	60.3	60.6	58.8
Virginia	77.6	63.0	58.2	58.8	60.7	59.1	58.2	58.2
West Virginia	46.6	56.7	56.4	55.6	59.2	57.7	NA	58.6

SOURCE:

Computed from Table 63 and the following sources: U.S.D.H.E.W., *Statistics of State School Systems*, 1965-66; U.S.D.H.E.W., *Statistics of Local Public School Systems*, Fall 1970 (Staff); NCES, *Statistics of Public Elementary and Secondary Day Schools*, Fall 1975; NCES, *Statistics of Public Elementary and Secondary School Systems*, Fall 1980; SRCEI, SEIS Data Surveys, Southeastern State Data, 1980-1985.

NOTE:

- Professional/Educational Staff includes classroom teachers, curriculum and library/media specialists, guidance and counseling personnel.
- 1975 Nonprofessional staff data were unavailable for Connecticut, Montana, and South Carolina, and are not included in the totals.
- 1965 data represent the addition of both full-time and part-time staff both total staff and professional/educational staff.
- 1981-1985 data include psychological staff in Professional/Educational Staff and exclude health personnel from total staff.

SOURCE:

Computed as 100 percent minus Table 75.

TABLE 76
Elementary Teachers As a Percent of Total Classroom Teachers
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	56.2	54.0	54.4	54.3	54.4	55.2	54.9	55.2
Southeast	58.6	55.3	56.8	57.7	57.2	58.5	58.5	58.7
North Atlantic	53.4	52.6	50.3	51.4	49.9	49.8	48.9	49.5
North Central	56.6	52.9	54.1	52.1	53.9	54.7	55.0	55.1
West	57.3	55.6	57.7	56.4	57.3	58.4	58.2	58.2
Alabama	52.7	45.7	48.6	55.5	46.1	50.8	51.6	51.6
Arkansas	50.7	38.2	48.3	48.9	49.1	47.6	48.0	47.9
Florida	53.0	50.3	49.7	53.9	53.0	62.0	61.8	60.2
Georgia	62.7	61.6	58.7	61.1	60.2	60.0	61.1	61.1
Kentucky	62.5	60.1	62.4	64.1	64.0	64.9	64.9	64.7
Louisiana	58.1	54.6	56.2	54.7	52.7	62.5	64.3	64.3
Mississippi	55.3	54.7	55.4	55.3	53.4	54.9	54.7	54.5
North Carolina	69.1	66.9	66.1	58.7	63.0	65.6	64.9	65.2
South Carolina	55.8	53.7	60.0	61.8	62.7	63.7	63.4	63.6
Tennessee	62.5	59.4	61.9	61.4	63.6	62.7	62.8	63.0
Virginia	57.4	53.4	57.2	56.3	57.9	59.0	58.0	58.0
West Virginia	53.9	50.1	56.7	61.7	56.3	55.4	62.2	62.5

TABLE 77
Special Education Teachers
1976-77 - 1984-85

Region	1976-77	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	178,768	202,002	219,837					
Southeast	42,435	46,294	52,012	52,540	49,718	60,020	61,481	58,119
North Atlantic	53,655	60,129	66,756					
North Central	45,456	52,188	51,906					
West	37,222	43,391	49,163					
Alabama	3,259	3,949	3,964	4,638	NA	3,880	3,900	3,900
Arkansas	1,456	1,626	2,171	2,069	2,280	2,327	2,321	2,423
Florida	6,602	7,294	7,709	8,840	9,114	9,426	9,488	9,978
Georgia	4,775	5,023	5,736	6,901	7,128	7,486	7,389	7,299
Kentucky	3,402	3,275	3,105	4,074	4,108	4,143	4,194	4,147
Louisiana	3,240	4,062	6,289	4,726	5,227	6,630	6,837	6,915
Mississippi	1,971	2,298	2,666	3,284	3,520	3,440	3,469	3,524
North Carolina	4,058	5,168	5,764	6,535	6,346	6,592	6,987	6,931
South Carolina	3,559	3,413	3,367	3,284	3,304	3,292	3,351	3,527
Tennessee	4,700	3,744	3,538	NA	NA	4,118	4,132	NA
Virginia	3,763	4,738	5,297	5,786	6,100	5,896	6,396	6,236
West Virginia	1,650	1,704	2,406	2,403	2,591	2,790	3,017	3,239

SOURCE:

U.S. Department of Education, Office of Special Education and Rehabilitation Services, *To Assure The Free Appropriate Public Education of All Handicapped Children.* 1982.

SRCEI, SEIS Data Surveys, Southeastern State Data, 1980-85.

NOTE:

- 1976-79 data include teachers of special education for children aged 0-2; data do not include New Mexico.
- 1980-84 data for South Carolina include special education teacher counts only.

TABLE 78
Female Teachers
As a Percent of Classroom Teachers
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	68.2	66.9	66.3	67.5	67.9	68.2	68.3	68.5
Southeast	76.2	75.5	77.4	77.2	76.7	77.0	77.5	77.6
North Atlantic	66.8	64.9	62.6	62.2	62.6	62.6	62.6	62.9
North Central	66.4	65.5	64.4	65.9	65.9	66.3	66.2	66.3
West	64.7	63.4	62.8	66.1	67.6	67.7	67.8	68.0
Alabama	78.7	77.1	76.5	80.7	78.3	78.3	78.4	78.4
Arkansas	74.6	73.4	75.0	77.2	77.3	76.8	77.7	78.2
Florida	71.0	70.1	70.9	73.9	73.1	60.2	60.4	61.5
Georgia	79.2	78.7	70.9	80.0	78.6	77.4	80.5	80.8
Kentucky	73.7	72.9	73.1	73.6	72.8	72.6	72.6	73.1
Louisiana	74.7	74.6	75.6	78.1	76.3	80.0	80.2	80.8
Mississippi	76.0	75.1	75.9	78.0	78.4	78.5	78.8	79.3
North Carolina	73.9	77.1	80.1	78.6	78.6	68.3	67.8	68.4
South Carolina	82.2	80.3	79.3	80.7	81.1	81.3	81.5	81.8
Tennessee	77.2	75.9	74.6	75.5	75.9	75.5	75.8	75.9
Virginia	79.6	77.6	77.1	77.4	78.5	78.6	78.6	78.6
West Virginia	76.0	73.0	72.0	71.9	71.9	59.5	60.5	60.3

SOURCE:

U.S.D.H.E.W., *Statistics of State School Systems*, 1965-66, 1969-70, 1971-7

NCES, *Digest of Educational Statistics*, 1980, 1982.

NEA, *Estimates of School Statistics*, 1982-83, 1983-84, 1984-85.

SRCEI, SEIS Data Surveys, Southeastern State Data, 1981-85.

NOTE:

1970 data obtained by averaging data for 1969-70 and 1971-72.

TABLE 79
Students Per Teacher: Elementary and Secondary Schools
1965-66 - 1984-85

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	24.6	22.7	20.4	18.8	18.9	18.6	18.4	8.4
Southeast	26.4	24.1	21.2	19.1	19.2	18.9	18.8	18.5
North Atlantic	23.6	21.2	19.4	17.7	17.4	17.2	16.6	16.5
North Central	23.8	22.4	20.2	18.4	18.6	18.4	18.1	18.2
West	25.1	23.2	21.0	19.8	20.4	20.1	20.1	20.2
Alabama	28.1	25.9	20.7	21.0	21.0	20.4	20.1	19.4
Arkansas	26.2	26.6	21.5	18.6	18.9	17.3	18.2	18.1
Florida	24.9	22.8	21.6	18.8	18.5	18.1	18.0	17.7
Georgia	27.8	24.5	23.0	18.9	18.8	19.3	18.6	18.9
Kentucky	25.5	23.6	21.7	20.4	20.9	20.2	20.2	19.6
Louisiana	25.6	23.2	20.6	17.7	19.0	18.7	19.0	18.8
Mississippi	28.7	23.6	21.4	18.4	19.2	18.6	18.6	18.4
North Carolina	26.4	24.3	22.6	20.1	19.9	19.9	19.8	19.3
South Carolina	26.5	23.7	22.0	19.2	19.3	19.0	18.8	17.8
Tennessee	27.9	25.6	22.0	20.7	20.7	21.1	20.8	20.5
Virginia	25.0	22.8	18.9	17.7	17.8	17.3	17.0	17.0
West Virginia	26.4	24.2	20.6	17.7	17.2	16.9	16.5	16.0

SOURCE:

Computed from Tables 12 and 69.

SOURCE:

Computed from Tables 27 and 77.

NOTE:

The exceptional drop in the number of students per teacher in Louisiana, beginning in 1982-83, may result from a definition change for "special education" students and/or from enrollment declines.

TABLE 80
Students Per Teacher In Special Education Programs
1976-77 - 1984-85

Region	1976-77	1978-79	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	20.7	19.3					
Southeast	19.7	20.0	19.0	17.3	17.9	17.6	18.5
North Atlantic	20.8	18.5					
North Central	18.2	16.8					
West	24.4	22.5					
Alabama	16.6	17.7	16.5	NA	20.7	21.4	22.6
Arkansas	19.6	24.8	23.7	20.7	19.8	20.3	19.8
Florida	17.8	17.6	16.3	14.2	14.9	15.3	14.9
Georgia	17.8	19.5	16.2	19.2	20.7	19.4	18.9
Kentucky	16.8	19.2	17.3	17.5	17.7	17.3	17.6
Louisiana	26.8	23.0	17.5	15.4	5.0	5.0	4.8
Mississippi	14.8	17.1	14.2	13.6	14.3	14.5	14.4
North Carolina	24.2	20.9	18.2	18.2	26.4	25.5	26.1
South Carolina	20.3	20.6	21.3	17.7	21.4	21.2	20.5
Tennessee	21.1	24.9	NA	NA	28.6	28.4	NA
Virginia	20.6	18.4	16.9	15.7	16.5	15.5	16.1
West Virginia	23.7	18.4	15.2	0.0	14.0	13.4	12.9

TABLE 81

Average Annual Salaries for Classroom Teachers 1965-66 - 1984-85 (In Actual Dollars)

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	6,509	9,213	12,400	17,405	19,157	20,719	21,947	23,538
Southeast	5,361	7,820	10,455	15,123	16,533	17,560	18,482	20,200
North Atlantic	6,941	9,812	13,272	18,249	20,258	22,012	23,727	25,344
North Central	6,520	9,546	12,349	18,112	19,454	21,406	22,796	24,259
West	6,965	9,310	13,049	17,887	20,017	21,598	22,420	24,053
Alabama	5,150	7,376	10,597	15,486	15,600	17,608	17,682	20,209
Alaska	8,240	13,570	19,312	29,000	31,924	33,983	37,807	39,751
Arizona	7,025	9,285	12,394	17,359	18,014	19,962	21,642	23,380
Arkansas	4,740	6,634	9,648	13,273	14,506	15,310	17,330	18,987
California	8,150	10,500	15,200	19,648	22,755	24,035	24,843	26,300
Colorado	6,391	8,260	12,000	17,734	19,577	21,470	23,276	24,456
Connecticut	7,200	9,600	11,874	17,440	18,880	20,731	22,627	24,520
Delaware	7,150	9,780	12,545	18,025	19,290	20,625	20,934	23,300
Dist. of Columbia	7,500	10,558	15,297	22,883	24,265	25,610	27,659	28,621
Florida	6,435	8,805	10,496	15,405	16,780	18,275	19,497	20,836
Georgia	5,350	7,778	10,622	15,445	16,363	17,412	18,631	20,607
Hawaii	6,929	10,354	15,209	20,993	22,542	24,796	24,357	24,628
Idaho	5,685	7,059	10,212	15,146	16,401	17,585	17,985	19,700
Illinois	7,123	10,233	NA	19,518	21,020	22,315	24,191	25,829
Indiana	7,050	9,350	11,165	16,876	18,622	20,123	21,538	23,089
Iowa	6,050	8,398	11,570	16,150	17,989	19,257	20,149	20,934
Kansas	5,785	8,034	10,710	15,250	16,712	18,231	19,368	21,208
Kentucky	4,930	7,190	9,770	15,750	17,290	18,384	19,653	20,225
Louisiana	6,039	8,340	10,092	16,557	19,265	18,416	18,400	19,490
Maine	5,550	8,127	10,620	13,994	15,105	16,248	17,328	18,329
Maryland	6,878	10,091	13,709	19,286	21,120	22,786	24,095	25,861
Massachusetts	7,100	9,000	11,900	18,288	18,787	21,440	22,964	24,110
Michigan	6,850	10,600	15,540	21,057	22,351	26,556	27,049	28,401
Minnesota	6,641	10,268	12,261	17,182	19,907	22,296	24,350	25,920
Mississippi	4,190	6,008	9,314	13,000	14,135	14,320	15,812	15,924
Missouri	5,857	8,373	10,490	15,422	16,413	17,521	19,310	20,452
Montana	5,800	8,173	11,000	15,967	17,770	19,488	20,690	21,705
Nebraska	5,225	8,120	10,017	14,675	16,570	17,412	18,785	20,153
Nevada	7,025	9,551	12,716	17,700	20,105	22,070	22,360	22,520
New Hampshire	5,650	8,297	10,500	13,273	14,701	16,549	17,376	18,577
New Jersey	6,968	9,979	13,375	18,300	19,910	21,536	23,264	25,125
New Mexico	6,356	8,214	11,005	16,948	18,690	20,470	20,571	22,064
New York	7,700	11,100	15,950	20,400	23,437	25,000	27,319	29,000
North Carolina	5,337	8,168	11,165	15,355	16,497	17,585	18,411	20,700
North Dakota	5,120	7,060	9,888	14,881	17,686	18,390	19,260	19,900
Ohio	6,350	8,798	11,400	16,200	18,550	20,004	21,290	22,737
Oklahoma	5,650	7,360	9,600	14,640	16,210	18,270	18,580	18,930
Oregon	6,650	9,298	12,400	18,500	20,305	21,746	23,155	24,889
Pennsylvania	6,410	9,300	12,350	17,690	19,482	21,178	22,703	24,435
Rhode Island	6,325	9,438	13,381	19,803	21,659	23,175	25,337	27,384
South Carolina	4,675	7,000	9,904	14,318	15,615	16,523	17,384	19,971
South Dakota	4,650	6,793	9,314	13,636	14,717	15,595	16,480	17,356
Tennessee	5,100	7,400	10,299	14,073	16,285	17,698	18,244	20,520
Texas	5,950	8,325	11,373	15,715	17,582	19,550	20,170	22,600
Utah	6,260	8,076	11,360	16,612	18,152	19,859	20,007	21,307
Vermont	5,640	8,264	9,975	13,235	14,715	16,271	17,606	19,014
Virginia	5,650	8,700	11,300	15,535	17,008	18,535	19,676	21,447
Washington	6,825	9,520	13,615	20,702	22,954	23,488	24,365	25,610
West Virginia	4,990	7,570	10,480	14,948	17,129	17,322	17,489	19,563
Wisconsin	6,425	9,729	12,816	20,062	19,387	21,496	22,811	24,780
Wyoming	6,119	8,687	11,100	20,438	21,249	23,488	25,197	26,709

SOURCE: U.S.D.H.E.W., *Fall 1965 Statistics of Public Elementary and Secondary Day Schools.*
NCES, *Statistics of Public Elementary and Secondary Day Schools,* Fall 1970 and Fall 1975.
NCES, *Estimates of Local Public School System Finances,* Regional Data 1980-81.
NEA, *Estimates of School Statistics,* Regional Data 1980-81 through 1984-85.
SRCEI, SEIS Data Surveys, Southeastern State Data, 1980-85.

NOTE: U.S. Average salaries listed in sources differ slightly from average presented here: 1965 average = $6,500; 1970 average = $9,210; 1975 average = $12,448. National and regional averages were computed by weighting.

TABLE 82
Average Annual Salaries for Classroom Teachers
1965-66 - 1984-85
(In Real 1972 Dollars)

Region	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84	1984-85
U.S., Total	8,723	10,042	9,796	9,747	9,770	9,962	10,151	10,484
Southeast	7,183	8,523	8,259	8,469	8,432	8,443	8,548	8,997
North Atlantic	9,301	10,695	10,485	10,220	10,332	10,583	10,974	11,288
North Central	8,736	10,405	9,756	10,143	9,922	10,292	10,543	10,805
West	9,334	10,148	10,309	10,017	10,209	10,384	10,369	10,713
Alabama	6,901	8,040	8,372	8,672	7,956	8,466	8,178	9,001
Alaska	11,042	14,791	15,256	16,240	16,281	16,339	17,486	17,705
Arizona	9,414	10,121	9,791	9,721	9,187	9,598	10,009	10,413
Arkansas	6,352	7,231	7,622	7,433	7,398	7,361	8,015	8,457
California	10,921	11,445	12,008	11,003	11,605	11,556	11,490	11,714
Colorado	8,564	9,003	9,480	9,931	9,984	10,323	10,765	10,893
Connecticut	9,648	10,464	9,380	9,766	9,629	9,967	10,465	10,921
Delaware	9,581	10,660	9,911	10,094	9,838	9,917	9,682	10,378
Dist. of Columbia	10,050	11,508	12,085	12,814	12,375	12,313	12,792	12,748
Florida	8,623	9,597	8,292	8,627	8,558	8,787	9,017	9,280
Georgia	7,169	8,478	8,391	8,649	8,345	8,372	8,617	9,178
Hawaii	9,285	11,286	12,015	11,756	11,496	11,922	11,265	10,969
Idaho	7,618	7,694	8,067	8,482	8,365	8,455	8,318	8,774
Illinois	9,545	11,154	NA	10,930	10,720	10,729	11,188	11,504
Indiana	9,447	10,192	8,820	9,451	9,497	9,675	9,961	10,284
Iowa	8,107	9,154	9,140	9,044	9,174	9,259	9,319	9,324
Kansas	7,752	8,757	8,461	8,540	8,523	8,765	8,958	9,446
Kentucky	6,606	7,837	7,718	8,820	8,818	8,839	9,090	9,008
Louisiana	8,092	9,091	7,973	9,272	9,825	8,854	8,510	8,681
Maine	7,437	8,858	8,390	7,837	7,704	7,812	8,014	8,164
Maryland	9,217	10,999	10,830	10,800	10,771	10,956	11,144	11,518
Massachussetts	9,514	9,810	9,401	10,241	9,581	10,308	10,621	10,739
Michigan	9,179	11,554	12,277	11,792	11,399	12,768	12,510	12,650
Minnesota	8,899	11,192	9,686	9,622	10,153	10,720	11,262	11,545
Mississippi	5,615	6,549	7,358	7,280	7,209	6,885	7,313	7,093
Missouri	7,848	9,127	8,287	8,636	8,371	8,424	8,931	9,109
Montana	7,772	8,909	8,690	8,942	9,063	9,370	9,569	9,667
Nebraska	7,002	8,851	7,913	8,218	8,451	8,372	8,688	8,976
Nevada	9,414	10,411	10,046	9,912	10,254	10,611	10,342	10,030
New Hampshire	7,571	9,044	8,295	7,433	7,498	7,957	8,036	8,274
New Jersey	9,337	10,877	10,566	10,248	10,154	10,355	10,760	11,191
New Mexico	8,517	8,953	8,694	9,491	9,532	9,842	9,514	9,827
New York	10,318	12,099	12,601	11,424	11,953	12,020	12,635	12,917
North Carolina	7,152	8,903	8,820	8,599	8,413	8,455	8,515	9,220
North Dakota	6,861	7,695	7,812	8,333	9,020	8,842	8,908	8,863
Ohio	8,509	9,590	9,006	9,072	9,461	9,618	9,847	10,127
Oklahoma	7,571	8,022	7,584	8,198	8,267	8,784	8,593	8,431
Oregon	8,911	10,135	9,796	10,360	10,356	10,455	10,709	11,086
Pennsylvania	8,589	10,137	9,757	9,906	9,936	10,182	10,500	10,883
Rhode Island	8,476	10,287	10,571	11,090	11,046	11,143	11,718	12,197
South Carolina	6,265	7,630	7,824	8,018	7,964	7,944	8,040	8,895
South Dakota	6,231	7,404	7,358	7,636	7,506	7,498	7,622	7,730
Tennessee	6,834	8,066	8,136	7,881	8,305	8,509	8,438	9,140
Texas	7,973	9,074	8,985	8,800	8,967	9,400	9,329	10,066
Utah	8,388	8,803	8,974	9,303	9,258	9,548	9,253	9,490
Vermont	7,558	9,008	7,880	7,412	7,505	7,823	8,14	8,469
Virginia	7,571	9,483	8,927	8,700	8,674	8,912	9,100	9,552
Washington	9,146	10,377	10,756	11,593	11,707	11,293	11,269	11,407
West Virginia	6,687	8,251	8,279	8,371	8,736	8,328	8,089	8,713
Wisconsin	8,610	10,605	10,125	11,235	9,887	10,335	10,550	11,037
Wyoming	8,199	9,469	8,769	11,445	10,837	11,293	11,654	11,896

SOURCE:

Computed from Table 81 and the Implicit GNP Price Deflator.

Reform Initiatives in the Southeastern States

The issue of education reform remains a major force in the Southeast as it is in the nation. One 1985 study reported that at least 41 states have increased high school graduation requirements, 35 states have raised teacher training or certification standards, and at least 34 states have initiated academic enrichment programs. What is being accomplished in the Southeast, and how are students benefiting? The following summarizes the scope and progress of school improvement initiatives within states of the region. Information has been gathered from the individual states and from the The Nation Responds: Recent Efforts to Improve Education, *published by the U.S. Department of Education, Office of Educational Research and Improvement.*

Alabama

Task Force

The State Department of Education established a task force, which issued *A Plan for Excellence: Alabama's Public Schools* in January 1984. The report draft and recommendations were widely circulated for comment among school personnel, administrators, and citizens. It addresses several issues under four major headings: 1) Learning—The Student; 2) Teaching—The Teacher; 3) Leadership—The Administrator; and 4) Support—The Public. Within these four headings, a large number of issues are covered with appropriate recommendations. They include: instructional time, the basics, teacher education and compensation, governance responsibility and planning, improvement of substandard schools, accreditation, and financial support from the public, the legislature, and business and industry.

To date, the State Board of Education has approved 60 resolutions, putting many of the report's recommendations into effect. The recommendations requiring additional funding and, therefore, legislative action were forwarded to the State Legislature. The Legislature subsequently approved a 15 percent pay increase for teachers and fully funded the state's public kindergarten program

Curriculum Reform

In response to the January report, the State Board of Education approved two resolutions: 1) defining the basics in grades K-8 to include reading, language arts, mathematics, science, social studies, computer literacy, art, music, and physical education; and 2) strengthening high school graduation requirements.

Graduation Requirements

Effective in 1985-86, new high school entrants will have to complete the following program: 4 years of English, 2 each of mathematics and science, 3 of social studies, 1/2 in health, 1 in physical education, and 1/2 in home management. Students will be able to acquire computer literacy by participation in related course work. In addition, 9 electives are permitted for a total of 22 units for the diploma. Additional requirements adopted for an "advanced" diploma were 2 years of foreign language and an additional year each of mathematics, social studies, and science, with 4 electives permitted, for a total of 22 units minimum. There is a further recommendation that students be encouraged to complete additional units.

A special certificate is awarded to students who meet attendance requirements, but lack the credits necessary for a diploma.

Student Testing

Effective in 1985-86, all students must pass a basic skills test to receive a diploma. The test is first offered in the 11th grade. *A Plan for Excellence* endorses this requirement and recommends the continuance of the statewide competency and norm-referenced testing programs. Deficiencies identified are the basis for remediation programs, adjustments in curricula, and parent-teacher conferences.

The State Board's resolutions support the report, and the Board directed that vocational aptitude and career interest tests be administered to 9th-grade students beginning in September 1985.

Textbooks/ Instructional Materials

The State Legislature increased funding for free textbooks by $9.6 million, instructional materials by $10.5 million, libraries by $5 million, math and science equipment by $1 million, and vocational equipment by $1 million.

Academic Enrichment Program

A summer camp proposal was included in the Governor's Education Reform Act of 1984 for the State Department of Education to implement. A step is also included in Alabama's *Plan for Excellence* requiring that advanced course work be available in all high schools in the state. This is being implemented as funds are available.

Policies are presently in place that stipulate the following: 1) Particular attention is to be given to offering higher skills programs such as foreign language, drama, and creative writing to elementary students. 2) Higher order intellectual skills are to be promoted in instructional programs such as creative writing, foreign language, advanced mathematics, science, art, music, and drama. Planned course work must challenge all students to think, to create, and to reason. 3) Requirements of students receiving an honors diploma are increased. 4) Courses required in the honors program are to be available to every high school student. Alternatives to meet this requirement include consolidation of schools or hiring special teachers of the desired subjects to move between two or more schools.

School Discipline

The State Board of Education has directed that each local board adopt a code of student conduct and discipline, to be filed with the State Superintendent of Education.

Placement/ Promotion Policies

The State Board of Education requires each local board of education to establish specific learning goals for each grade and each subject and, effective with the 1985-86 school year, no student is to be promoted to the next grade level or course until that student has successfully completed existing course work and acquired the skills and competencies determined to be necessary.

Instructional Time

The State Board has recommended limiting disruptions to instructional time (such as selling magazines and making announcements), providing teachers with planning time, and limiting noninstructional duties such as monitoring halls. In addition, the Board has 1) recommended that the State Course of Study Committee develop recommendations regarding time on task for required courses and 2) asked the Legislature to rescind a number of mandated curriculum elements such as driver education. The report recommended and the state superintendent of education is enforcing existing requirements for a 6-hour, 175-day school year; it also stressed the need for study skills instruction and homework in each subject.

Extracurricular Activities Policy

The Alabama High School Athletic Association has reduced the time demands of interscholastic athletic programs by limiting the number of permissible games. The State Board has endorsed this action and also recommends that local boards ensure that extracurricular activities do not interfere with the students' instructional programs.

Teacher Preparation

A Plan for Excellence recommends raising admissions standards for teacher education programs, evaluating teacher education programs, and developing unified course requirements for students in such programs. In addition, day-trade teachers, individuals employed in a trade area who do not have college preparation, are now required to pass an English Language Proficiency Test and an occupational competency test prior to certification. Also, the State Board of Education voted to establish a Statewide Teacher Internship Program to assist beginning teachers.

Teachers' Salaries

During the 1984 session, the State Legislature adopted the Governor's Education Reform Act, which included establishment of the Governor's Education Reform Commission. Subcommittees of the Reform Commission on the issues of salary schedules, incentive or merit pay, and career ladders are now meeting.

Teacher Shortages

A scholarship program is directed at shortages of teachers in science and mathematics. To award maximum scholarships of $4,000 each, the Legislature increased the funding for the 1984-85 scholarship program from $50,000 in its first year to $100,000 in the second year and increased it to $1 million for 1984-85 for students committed to teach science and mathematics in the public schools of Alabama. The state's *A Plan for Excellence* recommends temporary certification procedures for such people as retired military, business, and industrial experts, and the State Board has urged local boards to hire retired teachers on a part-time basis.

Professional Development

The State Board has recommended extending teacher contracts from 175 to 185 days for professional development purposes and establishing assessment centers for administrators to assess and improve performance. Both recommendations are contingent on funding.

Arkansas

Task Force

A State Education Standards Committee issued a report that recommended new standards and requirements for public education in December 1983. The standards were adopted by the State in February 1984 and will become effective in June 1987. The Committee recommended loss of accreditation for failure to comply with the standards. A Quality of Higher Education Commission, with a mandate similar to the Education Standards Committee, issued its draft report in July 1984 and subsequently submitted it to the Governor and the State Board of Higher Education.

Graduation Requirements

As of June 1, 1987, students will need the following to graduate: 4 units of English; 3 units of social studies or 2 units of social studies and 1 unit of practical arts; 5 units, total, of mathematics and science; 1/2 unit of physical education; 1/2 unit of health; 1 1/2 units of fine arts; and 6 1/2 units of electives, with a total requirement of 21 units.

College Admissions

In February 1984, the State Board of Higher Education adopted recommendations of a study commission to require the same 14 1/2 specific courses for admission to college by 1990 as are required for high school graduation.

Student Testing

A testing program has been established for grades 3, 6, and 8. Students must pass the basic skills test in the 8th grade to proceed to high school. This is referred to as the "promotional gates" program.

School Discipline

School districts across the state have filed discipline policies with the Department of Education as required by the 1983 legislation. Policies were developed by parents, students, teachers, and other members of the community.

Academic Enrichment Program

In response to new education standards, 58 course-content guides have been developed by the Arkansas State Department of Education for each grade level in the public schools. The guides outline basic skills that all Arkansas students are expected to master and further identify developmental and extension skills for students in each course at each grade level.

During the 1985-86 school year, the second year of funding following the 1983 reform legislation, every school district in the state has requested funds to develop or operate a program for the gifted. Twelve districts now have fully operational programs; over 300 other districts are in various stages of program development. In the summer of 1985, over 800 gifted and talented students attended enrichment programs provided under the reform legislation. Fourteen summer programs were funded, half of them residential. Each provided opportunities for high school students who had demonstrated exceptional abilities in a specific subject area.

A new reading section in the Department of Education was established in 1983 and has since developed and implemented a statewide program to increase reading achievement of students. A summer in-service program was established in 1984; in 1985, it offered reading workshops in 25 locations to more than 2,300 teachers.

A pilot project was introduced in 1985-86 in nine school districts in grades 4, 5 and 6; it is designed to use multicultural literature in reading instruction as a basis for teaching critical thinking skills.

Academic Recognition

Legislation was enacted to establish statewide recognition programs for teachers, schools, and students. The programs provide minigrants to teachers for development of educational programs, grants to schools, and recognition to students. In addition, legislation has established an

Effective Schools Program, under which effective schools will be identified and helped to reach model standards. These schools will be used as resource models to help other schools to improve.

Instructional Time

School Day—Legislation was passed requiring instructional time to be increased from 5 to 5 1/2 hours per day.

Longer School Year—Beginning in June 1987, the school year will be increased from 175 days to 178 days per year; in 1989-90, the year will be increased to 180 days. Teacher contracts will be extended to 185 days starting in June 1987 and to 190 days in the 1989-90 school year.

Teacher Certification

To be certified, teachers must pass a basic literacy test and must also pass an examination in their area or take an additional 6 hours of courses in the content area.

Teachers' Salaries

Under the new funding formula, 70 percent of new money allotted to districts has to go for teacher salaries; the average increase in salaries for certified personnel has been about $4,600 in the last three years.

Teacher Shortages

A program has been developed to loan up to 50 percent of costs for teacher training in science and mathematics. Up to 100 percent of the loan is forgiven if teachers remain in the system for 5 years.

Professional Development

The Arkansas Teacher Education and Certification and Evaluation Committee has been given the task of studying the professional development of teachers, as well as teacher certification.

Professional Development of Administrators

Leadership programs have been established for administrators and school board members for professional development.

Other Activities

The State Board of Education has adopted the following class size ratios: 1 to 20 for kindergarten; 1 to 23 with a maximum of 25 for grades 1-3; 1 to 25 with no more than 28 for grades 4-6; 150 students per teacher per day with a limit of 30 per class for grades 7-12.

In an effort to meet new education standards, reorganization at the initiative of local districts has reduced the total number of school districts in the state from 361 to 341. An additional 30 consolidations were anticipated in 1985-86.

Fifteen education service cooperatives were established on June 10, 1985. Most of the cooperatives are involved in teacher center activities, assistance in special education and gifted programs, and a variety of other services that have been identified by the local schools they serve.

Project IMPAC (Instructional Microcomputer Project for Arkansas Classrooms) was established to assist public schools in utilizing microcomputers in basic skills instruction in grades 3 to 8. IMPAC has established five basic instructional programs in 26 school districts. The programs involve 158 teachers and 3,792 students. Preliminary results indicate that students can gain an additional two to four months in basic skills achievement using computer-assisted instruction. IMPAC projects will be disseminated to 43 additional school districts during the 1985-86 school year. The IMPAC budget is about $4.1 million.

As a result of recent legislation to stem the state's dropout rate, students will not be allowed to drop out of school until their 17th birthday. Scholarships will be provided to achievers who stay in Arkansas to attend college.

Legislation has established a statewide Parent Involvement Program to give parents materials and training designed to help them effectively tutor their children in basic skills.

Funding

A 1-cent increase in the state sales tax took effect in November 1983 to pay for $160 million in school improvements. Further, a record 178 school districts across the state successfully passed millage increases to support their public schools. Many of the increases were for record amounts.

The School Finance Act of 1983 was passed to help equalize expenditures in schools across the state and to provide additional funds for teachers' salaries and the new education standards. This Act provided an additional sum of about $53.2 million in 1983-84, $63.5 million in 1984-85, and $53.2 million in 1985-86 in Foundation Program Aid alone.

Florida

In 1983 and 1984, the Governor signed comprehensive educational reform packages that 1) created the Florida Quality of Instruction Incentives Program that implements a statewide master teacher program and local merit pay plans for teachers and administrators; 2) increased high school graduation requirements; 3) strengthened mathematics, science, and computer programs; 4) raised college admission requirements; 5) required student performance standards of excellence; 6) extended the high school day; 7) improved textbook quality; and 8) implemented quality control of curriculum.

Curriculum Reform

Quality control of middle and high school courses was introduced statewide by making uniform the content and intended outcomes of similar courses. Writing skills enhancement, with one essay per week, is required in grades 10-12. Foreign language instruction is provided in the elementary grades. New requirements in grades 6-8 are for students to take 3 years of mathematics, communications, science, and social studies, with regular exposure to art, music, foreign languages, and health.

Graduation Requirements

High school graduation requirements were increased to 22 academic credits, with 3 credits required in both mathematics and science. In 1986-87 the requirements will be increased to 24 credits, with 4 credits required in English, 3 each in mathematics and science, and 1 each in American and world history, economics, American government, fine arts, vocational education, and composition and literature.

College Admissions

Effective in 1987, 2 credits of a foreign language will be required for admission to a state university, in addition to new graduation requirements for college-bound students.

Student Testing

A statewide testing program, Standards of Excellence, is being developed to test high-achieving students. Statewide testing of basic mathematics and communication skills plus an exit test of applied basic skills is required to earn a high school diploma.

Textbooks/ Instructional Materials

Textbooks and instructional materials must be consistent with course objectives and performance standards. Textbooks cannot be selectd that are below grade level. Training for councils that select textbooks will be provided by the State Education Department. Publishers are being required to describe how textbooks meet course objectives. Teachers' comments on textbooks will be submitted to the Commissioner of Education. School principals are responsible for assuring that textbooks used are at grade level, and they must justify use of textbooks over three years old.

School Discipline

All students must receive a copy of the code of student conduct at the beginning of each school year. All schools must report to all parents, through a regular annual school report, discipline, truancy, attendance, and corporal punishment information. The state has provided $1 million for a dropout prevention program.

Performance Standards

Each school district in Florida is developing school year performance standards for grades 9-12 academic programs in which credit toward high school graduation is awarded. Policies for student mastery of performance standards must also be established for credit courses.

Academic Enrichment Program

Legislation authorizes the Commissioner of Education to promote out-of-school learning activities sponsored by schools and community organizations, with special emphasis on mathematics and science and their applications. The state funded programs for summer camps in science, mathematics, and computers for K-12 students.

Academic Recognition

Through the Florida Academic Scholars Program, the Commissioner of Education rewards outstanding performance of public and nonpublic high school students. Awards may be made to all students who meet the requirements: 4 years of progressively advanced instruction in language arts, science, and mathematics; 3 years of instruction in social studies, 2 years in a foreign language; and 1 year in either art or music and physical education. Students following such a program are guaranteed admission to a state university and a scholarship to attend Florida institutions of higher learning. Scholarships and university admissions are given to students who take state-prescribed advanced courses and/or score high on standardized tests.

Instructional Time

Instructional time in the school year was increased from 900 to 1,050 hours, with the additional requirement that there be seven periods of instruction for students in grades 9-12 each day or scheduling that will permit each student to earn seven credits. State aid of $67 million, with an additional $3 million for textbooks, was appropriated for high schools with extended school day programs.

Extracurricular Activities Policy

Students must maintain a 1.5 average, on a 4.0 scale, to participate in interscholastic extracurricular activities.

Performance-Based Pay

Florida appropriated $10 million in 1984-85 for a statewide merit pay/master teachers plan ($3,000 a year per teacher for about 5,000 teachers). Teachers and other staff in successful schools are rewarded. Principals' salaries are based on competence and performance.

Teacher Shortages

The reform law provides for: in-service teacher training, certification of adjunct instructors, student loans, loan forgiveness, a scholarship program in areas of critical shortage, tuition reimbursements, a visiting scholars program to encourage people with Ph.D.s to teach in high schools, high incentives to teach in low-income schools, and $9.2 million for summer institutes for science and mathematics teachers. Florida has developed an experimental certification program for arts and science graduates to teach in high school.

Principal Training

By 1986, principals and assistant principals will be selected on the basis of a written examination and performance capability and must serve a one-year internship.

Other Activities, Initiatives

Other new programs: 1) State universities will provide feedback to high schools on their students' performance. 2) Reading resource specialists will be provided for high schools. 3) Undergraduate college students are paid to work in elementary/secondary schools as teachers' aides or science laboratory assistants. 4) Remedial high school courses count only as electives, not as required courses for graduation. 5) Vocational education students must have mastery of basic skills to earn a vocational certificate.

Georgia

Task Forces

The Governor appointed a 40-member Education Review Commission under a joint House-Senate resolution to define quality education in Georgia and to find ways to fund it. In May, 1983, the State Board of Education began studies in six major areas: 1) high school graduation requirements, 2) standards for promotion in elementary school, 3) specific curriculum requirements for all grade levels in all subject areas, 4) merit pay, 5) simplifying teacher certification, and 6) strengthening local administrative leadership. In addition, the State Department of Education established an in-house task force to develop a state plan to use technology to support instruction and school management.

Curriculum Reform

The State Board of Education is field-testing standards that will require each teacher in kindergarten through grade 12 to use the state-identified Basic Curriculum Content as the minimum curriculum at the prescribed grade levels or courses.

Graduation Requirements

In November 1983, Georgia raised requirements for high school graduation to 21 units, including 2 each in mathematics and science; 4 in English; 3 in social studies; 1 from among computer technology, the fine arts, or vocational education, and 1 in health, safety, and physical education.

College Admissions

The State Board of Education and Board of Regents have adopted a precollege curriculum for 1988 entering freshmen that includes 4 units of English; 3 each in science, mathematics, and social studies; and 2 in foreign language.

Student Testing

To receive a high school diploma, Georgia students must pass the Georgia Basic Skills Test at some time between the 10th and 12th grades. Beginning in 1985-86, 3rd graders are required to pass a criterion-referenced test for promotion to 4th grade. Students are also tested statewide at the 1st and 8th grades.

Specialized High Schools

The State Department of Education is aiding local districts that have developed magnet schools for about 25,000 students. The schools focus primarily on mathematics, science, the arts, the humanities, and international education.

Academic Recognition

The State Department of Education started a Georgia Scholars Program in 1983 to recognize the achievement of graduating seniors who have high test scores and a 3.75 grade-point average, have completed a rigorous program that includes 3 units of science and 4 of mathematics, and have been leaders in extracurricular activities.

Instructional Time

The State Board of Education authorized field-testing of a Public School Standard which states, "The school ensures that each student in grades 9 through 12 is scheduled for a minimum of five class periods for each day enrolled."

Extracurricular Activities Policy

The State Board of Education is field-testing a standard that will require local boards of education to adopt policies limiting absences for students in grades 4-12 to no more than seven days or 42 hours per year for school-sponsored activities and students in grades 1-3 to no more than 31.5 hours. The standard allows a school to use a maximum of three days during the 180-day school year for administrative activities such as registration and student orientation.

Teacher Certification

Since 1980, Georgia has had a performance-based certification program. New teachers must complete an approved program of teacher training, pass a subject-matter test, and pass an on-the-job assessment during their first year of teaching.

Teachers' Salaries

The Legislature approved a 10 percent across-the-board salary increase for teachers.

Teacher Shortages

To ease teacher shortages in mathematics and science, the State Scholarship Commission is making loans totaling $135,000 to graduate and undergraduate students in mathematics and science education. Loans will be forgiven for recipients who teach in an area of the state that is experiencing shortages.

Professional Development of Teachers and Adminstrators

Summer institutes for teachers who teach advanced placement courses in science, mathematics, and other disciplines are offered by Georgia universities and the state's new technology center. Funding is sought to greatly expand and upgrade the state education agency's Academy for School Executives.

Vocational Education

Sixty school superintendents have formed a consortium working with the State Department of Education to operate a technology center in a state vocational school. The center will evaluate computer hardware and software, offer workshops, and train teachers and administrators.

Kentucky

Curriculum Reform

Kentucky's 1984 General Assembly enacted legislation requiring student mastery of essential skills in reading, writing, spelling, mathematics, and library usage, K-12. Essential skills in reading and mathematics have been identified and implemented and were scheduled for testing in 1985. The teaching and testing of skills in writing, spelling, and library usage was scheduled for the 1985-86 school year. A new appropriation of $16 million was made for remedial training for 1st and 2nd graders.

Graduation Requirements

Graduation requirements were increased to 20 units for freshmen entering in the fall of 1983, including 4 years of English, 3 years of mathematics, and 2 years of science.

College Admissions

Legislation enacted in 1984 requires every school district to publish annually (in its local newspaper of largest circulation) information concerning academic performance: test scores, dropout rates, graduation rates, and economic data. Other legislation requires the Department of Education to release test score information by school, as well as by school district.

Academic Bankruptcy

The General Assembly enacted legislation requiring school districts to identify their educational deficiencies and to set specific deadlines for their correction. Districts failing to make satisfactory progress in overcoming deficiencies within the stated time are subject to state management intervention and, in extreme cases, to removal of local school leadership. Implementing regulations establish specific standards for districts to use in identifying deficiencies.

Academic Recognition

Under development is the Commonwealth Diploma and Certificate Program: 11th and 12th grade students are to receive a special diploma and college credit for college-level courses taught in high school in English, mathematics, history, foreign languages, speech, computer science, music, and art.

Instructional Time

The legislature rescinded several programs from the mandated curriculum to increase time available for instruction in the basics, including consumer and career education and environmental education. Class size has been capped at 29 students in grades 1-3 and 31 students in grades 4-12. The legislature also required that 70 percent of the instructional time be spent on essential skills. The State Board of Education reinforced long-standing laws by issuing new regulations banning extracurricular activities and practice for athletic competitions from the six-hour instructional day.

Academic Enrichment Program

The Governor's Scholars Program enrolled 600 outstanding students for special summer sessions.

School Discipline

Legislation passed in 1984 requires potential dropouts between ages 16-18 to have written, signed parental permission, witnessed by the principal, to withdraw from school. A task force is establishing guidelines for discipline codes to be implemented in every school district.

Placement/ Promotion Policies

The General Assembly directed the Department of Education to conduct a study of the feasibility of requiring mastery of essential skills for promotion and graduation. Recommendations will be considered by the legislature in 1986.

Teacher Certification

In 1984, the legislature established competency testing and a one-year internship requirement for certification of new teachers. To qualify for admission to teacher preparation programs, candidates must successfully pass a competency test in four areas, complete an interview, and have achieved a 2.5 GPA.

Career Ladder

The Govenor's Commission, created in 1984, will present recommendations for a career ladder plan for teachers and school administrators to the 1986 General Assembly.

Teacher Shortages

To encourage more education students to become certified in math and science, the state continued a loan program under which recipients are forgiven a year of the loan for each year they teach math or science in a Kentucky school. Recently adopted legislation permits the employment, on an annual basis, of "learned and experienced" persons in areas of critical teacher shortage when regularly certified teachers are not available.

Kentucky Education Foundation, Inc.

A private, nonprofit foundation to tap the resources of the private sector for the benefit of education was organized in 1984. Its first project was the Commonwealth Institute for Teachers, a week-long seminar with two follow-up weekends on issues critical to academic excellence. The foundation has also recognized academic excellence in a number of Kentucky schools.

Funding Initiatives

To give local school districts more tax-raising options, legislation was adopted to permit the districts to levy three local taxes. In addition, all districts were required to levy a minimum ad valorem tax of 15 cents or the rate supported by the district power equalization ratio, whichever is greater, in order to qualify for power equalization funding. The measure was exempted from public hearing and recall.

Other Activities, Initiatives

Kindergarten has been made a prerequisite for entering 1st grade, effective in 1986. New legislation also requires new candidates for local school boards to have earned high school diplomas or their equivalent and to undergo at least 15 hours training annually. Other legislation requires instructional leaders to undergo 42 hours of training every two years.

Louisiana

Task Force

A task force has recommended that computer literacy be an integrated part of the K-12 curriculum. The goal is for all students to be computer literate by completion of the 8th grade. A one-semester course in computer literacy was scheduled for introduction in 1985-86 at the secondary level; it becomes a requirement for high school graduation beginning with 1985-86 incoming freshmen.

Graduation Requirements

Minimum requirements for high school graduation, effective for incoming freshmen in 1985-86, are: 4 units of English; 3 units of mathematics; 3 units of science; 3 units of social studies; 2 units of health and physical education; 1/2 unit of computer literacy; and 7 1/2 units of electives. A total of 23 units is needed to graduate. The recommended college preparation curriculum has 24 units.

College Admissions

Louisiana State University at Baton Rouge is requiring that students seeking admission to the main campus in 1988 and thereafter must have completed the same curriculum requirements recommended in *A Nation at Risk*.

Student Testing

Beginning with the school year 1986-87 and thereafter, 11th grade students must pass the Basic Skills/Functional Literacy Test in addition to meeting the minimum graduation requirements.

Academic Recognition

Legislation was introduced in 1984 to provide recognition of quality schools by payment of cash grants for specified achievements by students. Under the plan, grants of not more than $300 may be paid to students who rank high on College Board Advanced Placement Examinations.

Special School

A total of 393 students were enrolled in September 1984 in the new state-supported school for mathematics, science, and the arts.

Extracurricular Activities Policy

Extracurricular activities may not be scheduled during instructional time. Local school boards are authorized to permit three days per year for such activities.

Professional Development of Teachers

The state offers to pay tuition at any state university for teachers who have taught three years, have acquired tenure, and wish to further their career. Under the state's Professional Improvement Program begun in 1981, tenured teachers develop a 5-year professional development plan. PIP participants are required to earn a specific number of points for in-service workshops and academic courses. All work, including academic and in-service, must be in the participant's major area of responsibility or major field. Once they begin accumulating points, teachers receive commensurate salary increases.

Mississippi

Student Testing

Beginning in 1984-85, the State Department of Education began development of a statewide skills assessment program for students in grades 3, 5, 8, and 11. The criterion-referenced assessment program will be based upon critical skills identified by Mississippi teachers as prerequisites to successful performance in succeeding grades. Future high school graduates will be required to meet the minimum performance standards in reading, writing, and mathematics established for the 11th grade assessment.

Statewide Staff Development

Beginning in 1984-85, local school districts were required to apply state guidelines for preparing a comprehensive plan of staff development for all district staff. The plans must address needs identified through assessment of on-the-job performance.

Mandatory Kindergarten

The Education Reform Act of 1982 mandates public kindergarten beginning in 1986. In 1985, the state funded a $5 million pilot program and is scheduled to provide $40,000,000 in 1986 to support kindergarten programs in all public school districts.

Teachers' Salaries

In 1983, the legislature appropriated $40 million to raise all teachers' salaries by $1,000.

Teacher Shortages

Two loan programs have been established to remedy teacher shortages in the state. Teachers certified in other fields may apply for loans of up to $1,000 a year for three years to retrain in science and mathematics. Teachers who accept loans must agree to teach at least one semester in high school for each semester they receive a loan. Further, a loan program designed to attract college students to mathematics and science teaching provides college juniors and seniors with up to $3,000 in forgivable loans per year if they agree to teach one year in the state for each year they receive the loan.

Task Forces

A 17-member Task Force on Performance-Based School Asessment was appointed by the governor in 1984 and subsequently presented a plan for establishing a performance-based accreditation system for the public schools. It presented a series of recommendations for curriculum reform, graduation requirements, student testing, textbooks and instructional materials, academic recognition, instructional time, school discipline, placement and promotion policies, extracurricular policies, teacher certification, and instructional leadership.

Instruments for assessing the proposed performance-based accreditation system are being developed and will be field-tested through 1986 before the system is adopted by the State Board of Education. After July 1986, compliance with the performance-based accreditation system will become mandatory for all public school districts, and trained evaluators will monitor and review school performance.

A second reform panel, a 125-member Commission on Teacher and Administrator Education, Certification and Development, was appointed by the governor in 1983. It is responsible for setting standards and criteria for public teacher education programs, establishing standards for certification and recertification, and reporting on current practices and issues in teacher education. Its recommendations are scheduled for review and action by the State Board of Education in July 1986.

North Carolina

In 1985, the General Assembly adopted a Basic Education Program, proposed by the State Board of Education, with these major provisions: additional teachers for lowering class sizes in grades 7 and 8 to 26 and in grade 9 to 27; over 700 new counselors and free remedial summer school for children in grades 3, 6, and 8; $21.2 million over two years for equipment such as computers and vocational education and science equipment; and increased funding for textbooks and staff development. The state is funding one school finance officer for each county as of Jan. 1, 1986. New state promotion standards for students in grades 3, 6, and 8 will also take effect.

Curriculum Reform

The 1985 General Assembly directed the State Board of Education to reexamine the competency-based curriculum to ensure that the instructional program gives emphasis to American and family values. That review is underway.

Career Development

The legislature appropriated $27.5 million through 1987 to field-test a School Career Development Pilot Program. The program, to be tested for a four-year period, involves 16 local school administrative units selected by the state education board. Thousands of public school employees in the pilots are involved in 1985-86 in effective teaching and performance appraisal training. Another 24 school systems are piloting the state's revised performance appraisal system, which is part of the career development plan.

Student Information Management System

The State Department of Education is under legal mandate to implement a student information system to reduce paperwork and improve the management practices now performed at the state, local education agency, and school levels. Implementation of the program began in 1985.

Alcohol and Drug Defense

In response to action by the 1985 General Assembly, the State Board of Education is creating a special, highly visible Alcohol and Drug Defense (ADD) program within the Department of Public Instruction. It will have statewide responsibility for systematically addressing problems of school-age youth involving alcohol and drugs.

Children's Trust Fund

The legislature in 1983 established the Children's Trust Fund to assist in the prevention of child abuse. The program receives $5 of each marriage license fee to support its informational programs. Four model programs are currently funded at a cost of $100,000.

Student Testing

The statewide testing program consists of the annual testing program, which measures student achievement in grades 1, 2, 3, 6, and 8, and the competency testing program, which measures student mastery of minimum competencies in grade 11. Beginning in 1985-86, state promotion standards for students in grades 3, 6, and 8 take effect. Students scoring below the 25th percentile on annual tests will have to demonstrate mastery of competencies spelled out in the Basic Education Program. Students meeting the state standards must still meet local promotion standards.

Computers in the Schools

The 1985 General Assembly appropriated $1 million each year of the biennium for computer training for certified personnel. An additional $21.1 million over the biennium was allotted for local school computers—for grades 4 through 12 in 1985-86 and for kindergarten through grade 3 in 1986-87. The State Board of Education has approved basic competencies in computer education for all educators and specific competencies for computer coordinators. Local education agencies are submitting training plans in computer training as a component of their staff development plans. In 1985-86, North Carolina used a funding formula that provides $20 per student for computer hardware and $3 per student for software, supplies, repairs, and maintenance in grades 4-6. For grades 7-12, the figures are $10 and $3.

Planning and Development

The 1985 legislature established the Office of Planning and Development in the Department of Public Instruction to monitor the development of subject area tests included in the Basic Education Program, career ladder pilot programs, school administrator training programs, and reexamination of the new competency-based curriculum.

Assessment Centers

A two-year appropriation of $634,000 will establish approximately 24 centers to assess about 288 prospective potential administrators. Under the program, trained assessors evaluate the management potential of candidates.

Teacher Certification

The State Board of Education is creating a Quality Assurance Program to assure appropriate certification of new teachers. During the first two years of teaching, new teachers will be supervised by staff of local schools and teacher training institutions. New teachers will receive in-service training and permanent certification after two years of successful teaching.

Teachers' Salaries

The 1984 General Assembly increased teacher salaries by 14.8 percent.

Performance-Based Pay, Master Teacher

In 1985-86, pilot tests in 16 districts are being held for a differential pay and staffing program in the schools.

Teacher Shortages

To deal with teacher shortages in mathematics and science, the state provides retraining, loans, scholarships, fellowships, extended contracts, and provisional emergency certificates for teachers of those subjects.

South Carolina

The Education Improvement Act of 1985 is funded by a 1-cent increase in the state sales tax, providing an additional $200 million for public education each year. Of that sum, $59.4 million is to help raise teachers' salaries to the southeastern average; $60.5 million is for compensatory/remedial instruction in basic skills; $55.7 million for school building aid; and $3 million for administrative leadership and management.

Curriculum Reform

The Act requires that science concepts be included in the state's basic skills teaching and testing program; that special instruction in the basic skills be provided for every student who does not meet the state's basic skills standard; and that all 5-year-olds attend either public or private kindergarten. Higher order problem-solving skills are to be emphasized in the curriculum at all grade levels.

Graduation Requirements

In 1987 and thereafter, students must meet new requirements for high school graduation, including 3 units of mathematics and 2 units of science. New guidelines require school districts to offer a minimum of 5 units each of mathematics and science. Students will be required to take at least 4 units each year in grades 9-12 and a total of 20 units for graduation.

Student Testing

Beginning with school year 1989-90, every student must pass a basic skills unit examination to receive a high school diploma.

School Discipline

Each school district is required to establish clear rules for student behavior under the new reform program.

Academic Enrichment Program

The Governor's School for Science, Mathematics, and Computer Science provides summer programs for gifted and talented students. In addition, 86 of the state's 92 school districts offer programs for gifted and talented students, with a total enrollment of 19,000. Advanced placement courses must be offered that count toward credit in the state public colleges.

Academic Recognition

The Act includes an incentive grants program to reward schools and school districts for exceptional success in improving performance, based on criteria established by the state.

Instructional Time

Students cannot be absent for more than 10 days a year without the approval of the school board; unnecessary paperwork and classroom interruptions affecting teachers are to be reduced.

School Day—The instructional day in high school will be no less than 6 hours (excluding lunch); the elementary day will be at least 6 hours (including lunch).

School Year—The school year has been extended to 190 days, with 180 days for instruction and 10 days to open and close schools.

Promotion Policies

Each school district must establish promotion policies based on criteria that include student performance on basic skills tests in reading and mathematics.

Extracurricular Activities Policy

The Act requires that students have an overall passing grade in four courses to participate in interscholastic activities.

Performance-Based Incentives

Legislation provided about $750,000 over two years to fund pilot programs for the development of career ladders for teachers and programs to reward schools and districts.

Teachers' Salaries

South Carolina teacher salaries will be adjusted annually to the projected average for the southeastern region.

Teacher Preparation

The reform legislation requires that prospective and current teachers receive increased preparation in their subject area; that the state education board upgrade requirements for approval of teacher preparation programs; that selected colleges develop centers of excellence for preparing teachers; that each year of teacher training include field experiences directly related to practical classroom situations; and that teaching as a career be stressed in high school and college with tutoring opportunities for interested students.

Teacher Shortages

State funds support programs to allow elementary and secondary teachers to receive credit for in-service training in science, mathematics, and computer education. Under a new training model, professionals in a variety of fields, including those where shortages exist, could accelerate their training as teachers. Forgivable loans are available to train teachers in critical areas, and individuals with bachelor's degrees in areas of critical need may receive conditional teaching certificates if they have subject matter expertise and can demonstrate teaching competency.

Professional Development of Teachers

Competitive grants are available to teachers to improve teaching practices and in-service programs on effective schools and classrooms; $150,000 is allocated to develop "centers of teaching excellence" at selected colleges.

Professional Development of Administrators

The State Department of Education has established an Assessment Center Program to assist districts and schools to select principals with an emphasis on management and administrative skills.

Tennessee

In March 1984, the governor signed the Comprehensive Education Reform Act, which provides more than $1 billion in new funding over a three-year span for education. In addition to the career ladder provisions for teachers, principals, assistant principals, and supervisors, a 1-cent sales tax increase provides funding for basic skills, computer skills, increased mathematics and science instruction in high school, programs for gifted high school students, improved vocational education, better classroom discipline, music and art in the elementary grades, and university centers for excellence in teaching.

Also included in the appropriation is additional funding for textbooks, instructional supplies, transportation, maintenance and operation, mathematics and science laboratory equipment, scholarship loan pool for math and science teachers, statewide testing program, books for regional libraries, teacher aides, and funds to cover new costs at the local level. A new governance bill provided for the restructuring of the State Board of Education.

Graduation Requirements

Beginning with the 1983-84 freshman class, 20 units are required for graduation from high school, including 2 years each in mathematics and science.

Student Testing

Students must pass the Tennessee Proficiency Test to receive a regular high school diploma. As part of its Basic Skills First program, the State Department of Education is working with the state's elementary schools to define learning objectives and to develop a testing program for mathematics and reading. Criterion-referenced basic skills testing for all students in grades 3, 6, and 8 was scheduled for 1985; the 8th grade test is contemplated as an admission exam for high school by 1990. Standardized testing was scheduled to be introduced for grades 2, 5, and 7 in 1985.

Academic Enrichment Program

Residential summer programs for gifted and talented high school juniors and seniors are included in the reform legislation. The schools serve several hundred students in science, mathematics, and the performing arts.

Personnel Evaluation

A new teacher evalution system is being implemented, and an evaluation system for administrators is being field-tested. A new State Certification Commission and three Regional Commissions have assumed responsibility for certification and evaluation of educators, as required by the reform legislation.

Career Teacher Program

The program includes a "career ladder" with five "rungs": a first year probationary teacher rank and four incentive steps from apprentice teacher to Career Level III. Supplements range from $1,000 to $7,000, depending on the level and the length of the contract. More than 40,000 educators in Tennessee have applied voluntarily to enter the career ladder program.

The new legislation requires that teachers in the career teacher program pass a recertification evaluation every five years. Under the new legislation, the state approves local evaluation plans, and teachers are evaluated at the local level during the probationary, apprentice, and Career Level I years. A state evaluation is added for apprentice year 3 before moving to Career I and in the 5th year of Career I before moving to Career II. State teams evaluate teachers at the Career II and III levels. The State Department of Education has developed the Tennessee Instructional Model (TIM). TIM contains 34 modules related to the competencies and indicators in the teacher evaluation system. TIM serves as a staff development program for educators in the state.

Instructional Time

School Year—The school year has been extended from 175 to 180 instructional days.

Career Administrator Program

The program includes a "career ladder" with three "rungs" for principals, assistant principals, and supervisors: provisional, Career I, and Career II. Supplements range from $4,000 to $7,000. Attendance at a Principal-Administrator Academy is required.

Other Activities, Initiatives

The reform act includes establishment of centers for excellence to be housed at state universities on a competitive basis. Fourteen centers began operation in the fall of 1984, offering programs in areas such as computer applications, science and mathematics teaching, and Appalachian studies and services. A $10 million endowment from the state, on a matching-grant basis, established chairs of excellence at each state university.

Teacher Preparation

A cut-off score on the National Teacher Examination has been established by the State Board of Education for students who complete teacher education programs, before they receive state certification. Beginning in 1985-86, candidates for teacher training programs must achieve a passing score on a standardized test of written composition. Students desiring certification must pass a core test that measures basic communication skills, general knowledge, and professional knowledge, and a standardized test for the desired areas of endorsement. The legislation calls for an institution to be placed on temporary probation by the state if 30 percent of its students fail the competency test. State approval is revoked if 30 percent or more fail the test for two consecutive years.

Virginia

Many of the state's school improvement initiatives flow from the work of the Governor's Commission on Virginia's Future, which was organized into five task forces including one on education.

Curriculum Reform

A Standards of Learning Program has established detailed and sequential learning objectives for all K-12 students in nine subjects: English, mathematics, science, social studies, health, physical education, art, music, and foreign language. The program provides for continuing evaluation of student progress and needs.

Graduation Requirements

High school graduation requirements have been increased from 18 to 20 credits, including 2 each in mathematics and science and requiring an additional unit in either science or mathematics. An optional advanced studies diploma requires 3 units each in mathematics, science, and foreign language and 22 total units for graduation.

Student Testing

The state has developed criterion-referenced tests keyed to student performance standards for each grade level in language arts and mathematics. In addition, all students take standardized tests in grades 4, 8, and 11; minimal competency tests are required for high school graduation.

Textbooks Quality

Virginia has strengthened procedures for adopting textbooks, establishing more specific standards, requiring more substantiating information from publishers, strengthening the credentials of evaluators, and developing new material where needed. The state has also established a center for evaluating courseware and hardware for computer-based education.

Academic Recognition

Each year, Virginia awards $3,000 scholarships to 50 outstanding students planning to attend public or private colleges in the state.

Specialized Schools The governor established a model secondary school, the Governor's Center for Educational Innovation and Technology, to serve as a testing ground for research-based school improvement, master teacher programs, pay-for-performance plans, and the use of technology in education. It is funded with a state grant of $5 million and accepts teachers from throughout the state on training fellowships. Four regional magnet schools for science and technology and one magnet school for the arts serve about 1,000 students. A Governor's School for the Gifted operates in the summer months.

Academic Enrichment Program In addition to the Standards of Learning program, Virgina has developed a computer literacy curriculum to accompany new accreditation standards in this area.

Instructional Time All students must attend school a full day and receive five and one-half hours of instruction each day, exclusive of lunch or other noninstructional activities. The school year provides 180 days of instruction and 150 clock hours per unit of high school credit.

Teacher Preparation The State Board of Education has required that admissions requirements for teacher preparation programs must equal or exceed those for other college and university programs. Beginning and incoming teachers are required to take the National Teacher's Examination and earn passing scores set by the state board.

Teacher Certification Beginning teachers are required to demonstrate satisfactory performance for two years before receiving a regular certificate. Special evaluation teams monitor performance, and an intensive professional support program is provided for beginning teachers. Liberal arts graduates may obtain a two-year provisional certificate without professional education course work.

Performance-Based Pay The Governor has established a "Pay-for-Performance" program through which grants are made to local districts to implement various approaches to merit pay.

Teacher Shortages Several training institutes have been established to help teachers add mathematics and science to their certifications and to attract teachers to this field. The State Department of Education has established a loan forgiveness program for undergraduate teacher candidates in mathematics and science.

West Virginia

The State Board of Education has developed a "Master Plan for Public Education in West Virginia" as a blueprint for long-range educational change. The plan provides a policy and program development framework for curriculum, professional practices, education personnel development, textbook adoption, criterion-referenced testing, state-county school district testing, school effectiveness, county accreditation, and staff evaluation. Task forces and study groups are examining each of these areas and submitting recommendations to the State Board of Education.

Task Forces A statewide verification process led to the adoption of learning outcomes for a number of program areas in general and vocational education. Following teacher verification, the learning outcomes were approved by the State Board of Education. Other task forces have been appointed in technology, gifted education, specific learning disabilities, evaluation and incentives for school personnel, and attendance.

Curriculum Reform The State Board of Education has adopted a new set of educational goals that include new emphasis on science, mathematics, and technology. The board received public comments on a proposed policy that would provide the process for implementing the high-quality standards of the master plan before approving the policy. Phase one of the policy became effective in 1984-85.

Graduation Requirements Three years ago the total units required for high school graduation were increased to 20 (local school districts may require more). The state board in 1985 increased the number of required units to 21. Full-time attendance is required beginning with school year 1986-87.

Extracurricular Activities Policy Students must maintain a C average to participate in athletics and other extracurricular activities.

Technology A statewide microcomputer network is operating in more than 70 vocational centers and comprehensive high schools. All schools, K-12, should be involved within the next three years. Educational programs in computer literacy and computer-assisted instruction are being developed.

Academic Enrichment Program

The first Governor's Honors Academy, a four-week summer camp for students gifted in the humanities, fine arts, mathematics, and science, began in the summer of 1984.

Teacher Preparation

Beginning in the fall of 1985, potential teachers in West Virginia in approved college teacher preparation programs must pass preprofessional basic skills proficiency tests, a content-area test, and a professional education performance assessment.

Principals' Academy

An annual academy for training principals began in 1984. The three-week summer program is designed to upgrade administrators' knowledge and skills.

Student Testing

Student outcome-referenced tests are being developed to measure student attainment of the state-adopted learning outcomes. A new achievement test in the State-County Testing Program is being administered in 1985-86 to students in grades 3, 6, 9, and 11.

Staff Evaluation

The State Board of Education has adopted a policy establishing a statewide evaluation system for all education employees, with provision for local adaptation. It requires that all employees be evaluated at least once a year and that nontenured employees be evaluated no less than twice a year.

School District Accreditation

In 1984-85, West Virginia completed the first year of accrediting county school districts. Accreditation is phased so that each district will be reaccredited on a 4-year cycle.

Teachers' Salaries

The legislature in 1984-85 increased the average salary of teachers by $2,000. It also appropriated funds for salary equity among districts. Support staff received comparable increases.

Private Sector

The West Virginia Education Fund was developed by the State Board of Education and the state superintendent of schools. It is in its third full year of autonomous operation, with its own board of directors and executive secretary. The fund has supplied local districts with minigrants to teachers for innovative programs and is developing close working relationships between individual schools and local private industry.

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Appendices

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SEIS State Data Survey

Using the following questionnaire, SEIS—The Southeastern Educational Information System—surveyed each of the Southeastern Regional Council's 12 member states to collect up-to-date information for use in this publication. In addition to responding to the questions below, member states sent detailed information concerning their student assessment programs and reform initiatives; that information is reflected in the sections on Student Performance and Education Reform.

Please complete each item on the survey form. If only estimates for a particular item are available, include the estimate with an asterisk above and to the right of the estimated data. If no data are available, then respond with NA to indicate "Not Available." If there is a possible alternative data source for NA items, please include a note along with the NA designation indicating how to access the other data source.

I. STUDENT DATA

Include data for 1982-83 (Actual), 1983-84 (Actual), 1984-85 (Actual), and 1985-86 (Estimated). Pupil Count as of October 1 (note if ADA, ADM, or enrollment)

1. Total
2. Prekindergarten
3. Kindergarten
4. Grades 1-4
5. Grades 5-8
6. Grades 9-12
7. Minority Count (Total)
   - A. Black (not of Hispanic origin)
   - B. Hispanic
   - C. Asian/American, Pacific Islands
   - D. American Indian (including Alaskan natives)
8. Pupil count in special education programs
9. Pupil count in programs for gifted and talented
10. High School graduates (exclude GED & Adult Ed. Diploma recipients)

II. PERSONNEL

Include data for 1982-83 (Actual), 1983-84 (Actual), 1984-85 (Actual), and 1985-86 (Estimated). Data as of October 1; if not, specify approximately when.

11. Total Education staff
12. Professional/Educational
13. Professional/Other
14. Official/Administrative
15. Nonprofessional
16. Classroom Teachers, excluding Aides
   - A. At Elementary level
   - B. At Secondary level
   - C. Female Elementary

    D. Female Secondary
17. In # 16, how many are:
    A. Special Education
    B. Vocational Education
18. Average Gross Salary for all Classroom Teachers
    A. For all beginning teachers
    B. For all teachers with 10 years' experience
    C. Average number of days with in-school responsibilities

III. EDUCATION FINANCE DATA

Include data for 1982-83 (Actual), 1983-84 (Actual), 1984-85 (Actual), and 1985-86 (Estimated).

19. Total Expenditures for Public Schools—All Government
20. Total Revenue for Public Schools from All Sources
    A. Federal
    B. State
    C. Local
    D. Non-Revenue Receipts
21. Total Expenditures for All Functions of State Government

IV. STUDENT ASSESSMENT DATA

(Use a separate sheet for answers to each question)

22. If your state uses a statewide norm-referenced testing program, answer Parts A-D below; otherwise, skip to Question 21.

For those states with a statewide norm-referenced testing program:

A. Give the name of the test(s) used in each of the last 5 testing years.
B. Give the year when the tests were normed.
C. Present the total battery scores in your customary reporting format by grade levels tested for years 1981-1985.
D. Are the scores of handicapped/special education students who took the test included in the report data?

23. Please give mean SAT Verbal and Mathematics scores for 1981-1985. Include the number of high school seniors who took SATs during each of the years 1981-1985.

24. Please give state mean ACT individual and total battery scores for 1981-1985. Include the number of high school seniors who took ACT test(s) during each of the years 1981-1985.

V. STUDENT COMPETENCY ASSESSMENT

Please provide a copy of any official report that indicates performance trends for your competency tests. If such a report is not available, please complete the following:

25. Indicate whether or not a Statewide Competency Test Battery was administered during 1981-1985 and, if so, the subjects covered:

26. Please give requested information on statewide Competency Testing, including grades tested, number of students tested, number of students passing, number of students taking Competency Test more than once, and number of special education students taking and passing the test.

27. List any Educational Improvement Projects or initiatives undertaken by your state as a result of the recent reports on the "Crisis in American Education" and/or attempts to assist students who have had difficult in passing the competency test(s) administered as a part of a graduation requirement.

Explanations/Definitions

STUDENT DATA:

- Pupil Count should be available data as of October 1 of the year listed. Note if different data.
- Data should include pupil count in both prekindergartens and kindergartens that are operated as part of the regular school system.
- Special Education programs include those serving the mentally retarded, speech-impaired, learning-disabled, emotionally disturbed, physically handicapped, multihandicapped, deaf, hard-of-hearing, and blind.

PERSONNEL DATA:

- All personnel figures should reflect data as of October 1 of the year listed. If other basis is used, please indicate.
- Professional/Educational includes classroom teachers, curriculum specialists, media/library specialists, and guidance and counseling personnel.
- Professional/Other includes health and psychological personnel.
- Official/Administrative includes superintendents, assistant superintendents, principals, assistant principals, and business managers.
- Nonprofessional includes food services, transportation, and attendance personnel.
- Breakdown of elementary and secondary data should reflect local and state practice rather than K-8, 9-12.

FINANCE DATA:

- All finance figures should reflect available data or estimates for the end of the school year.
- Current expenditures are for operating the schools and providing educational programs and services for one fiscal year.
- Nonrevenue receipts refer to: 1) amounts borrowed and not repaid during the year, 2) the value of assets converted to cash, 3) recovery of prior expenditures, and 4) compensation for losses of previously acquired assets.